DOCUMENT RESUME

ED 140 115 CG 011 387

AUTHOR Fisher, Franklin G., Jr.
TITLE Assessment of Job Placement Services in Colleges with Predominantly Black Students. Volume II, Technical Volume.
INSTITUTION Ultrasystems, Inc., Irvine, Calif.
SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C.
REPORT NO US-8278-01
PUB DATE Dec 76
CONTRACT 20-06-75-11
NOTE 255p.; For related documents, see CG 011 386 and 388 ; Tables may be marginally legible due to small type of the original document

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage.
DESCRIPTORS *Black Colleges; *Black Students; *Caucasian Students; College Students; Employment Services; Guidance Services; Higher Education; *Job Placement; Program Evaluation; *Student Employment; *Student Personnel Services; Surveys; Vocational Counseling

ABSTRACT

A survey of 30 colleges, 15 with predominatly black students and 15 with predominantly white students, was conducted in 15 different states. The major objective of this study was to provide knowledge about the effectiveness of the placement process in a representative sample of four-year colleges with predominantly black student population and their white counterparts. The study identifies the formal system and informal network of placement activities as they occur at colleges and focuses on gathering data about the overall placement process, its function, its operation, and its effectiveness. In-person interviews were conducted at the selected colleges with college placement personnel, certain college administrators, certain faculty members, and graduating seniors. Questionnaires were mailed to certain 1974 graduates and employers who recruit at the selected colleges on a regular basis. The data collected was analyzed using SPSS (Statistical Package for the Social Sciences). (Author)

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ASSESSMENT OF JOB PLACEMENT SERVICES IN COLLEGES WITH PREDOMINANTLY BLACK STUDENTS

BY: FRANKLIN G. FISHER, JR., PH.D.

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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PREPARED FOR:

U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION
WASHINGTON, D.C. 20213

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CG 011 138

FINAL REPORT
CONTRACT NO. 20-06-75-11
DECEMBER 1976

VOLUME II
TECHNICAL VOLUME

BIBLIOGRAPHIC DATA SHEET	1. Report No. US 8278-01	2.

4. Title and Subtitle
ASSESSMENT OF JOB PLACEMENT SERVICES IN COLLEGES WITH PREDOMINANTLY BLACK STUDENTS

5. Report Date
December 1976

6.

7. Author(s)
Franklin G. Fisher, Jr., Ph.D.

8. Performing Organization Report No. US 8278-01

9. Performing Organization Name and Address
Ultrasystems, Inc.
2400 Michelson Drive
Irvine, CA 92715

10. Project/Task/Work Unit No.

11. Contract/Grant No.
20-06-75-11

12. Sponsoring Organization Name and Address
U.S. Department of Labor
Employment and Training Administration
Washington, D.C. 20213

13. Type of Report & Period Covered Final
Oct. 1974 - Dec. 1976

14.

15. Supplementary Notes: This report consists of three volumes: Volume I: Summary Volume; Volume II: Technical Volume; Volume III: Case Study Reports.

16. Abstracts:

A survey of 30 colleges, 15 with predominantly black students and 15 with predominantly white students, was conducted in 15 different states. The major objective of this study was to provide knowledge about the effectiveness of the placement process in a representative sample of four-year colleges with predominantly black student population and their white counterparts. The study identifies the formal system and informal network of placement activities as they occur at colleges and focuses on gathering data about the overall placement process, its function, its operation, and its effectiveness. In-person interviews were conducted at the selected colleges with college placement personnel, certain college administrators, certain faculty members, and graduating seniors. Questionnaires were mailed to certain 1974 graduates and employers who recruit at the selected colleges on a regular basis. The data collected was analyzed using SPSS (Statistical Package for the Social Sciences).

17. Key Words and Document Analysis 17a. Descriptors

SPSS (Statistical Package for the Social Sciences)
Independent Variable; Co-op (Cooperative Education); Predominantly Black College; Predominantly White College; Parameter; Confidence Level; Statistical Significance; Job Placement Counseling; Placement Counseling; Placement Director

17b. Identifiers/Open-Ended Terms

17c. COSATI Field/Group

18. Availability Statement	19. Security Class (This Report) UNCLASSIFIED	21. No. of Pages
Release unlimited	20. Security Class (This Page) UNCLASSIFIED	680

FORM NTIS-35 (REV. 10-73) ENDORSED BY ANSI AND UNESCO. THIS FORM MAY BE REPRODUCED USCOMM-DC 8265-P74

The opinions, findings, and conclusions expressed in this publication are those of the authors and not necessarily those of the Employment and Training Administration, U.S. Department of Labor.

PREFACE

The work described in this report was performed by Ultrasystems, Inc. for the U.S. Department of Labor under Contract No. 20-06-75-11 during the period 18 October 1974 to 31 December 1976. The DOL Project Officer was Ms. Diane Edwards. The Program Manager and Principal Investigator for Ultrasystems, Inc. was Dr. Franklin G. Fisher, Jr.

There were several significant contributors to the study effort, specifically, Mr. Randolph Eidemiller--with regards to statistics--and Mr. Steve Pond--with regards to the computer analyses. Both of the gentlemen just mentioned are employees of Ultrasystems.

The major subcontractor to Ultrasystems, for this study effort, was Optimum Computer Systems, a firm of research consultants from Washington, D.C.

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1. INTRODUCTION

This report deals with a comparative assessment of the placement services provided to students in a matched paired sample of colleges with predominantly black students and colleges with predominantly white students. While the title of the study specifically emphasizes colleges with predominantly black students, the study, as actually conducted, placed equal emphasis on both predominantly black and predominantly white colleges and concentrated on a comparative assessment of them.

The major objective of the study was to provide knowledge about the effectiveness of the placement process in a sample of thirty colleges: fifteen with predominantly white students and fifteen with predominantly black students. This was done by on-campus interviewing of several groups of people at each college who have some type of direct relationship with the placement office. Also, companies that normally recruit at the survey colleges were sent questionnaires regarding their opinions about the effectiveness of the placement activities conducted by these colleges. The effectiveness of the surveyed placement offices was determined by the composite opinions of the survey respondents and the personal assessments of the survey team members.

This study, as stated in the title, was an assessment of what the various colleges do to assist students in finding jobs and was not an evaluation of the subject colleges. However, an attempt was made to compare the activities of colleges with predominantly black students against the colleges with predominantly white students to determine the relative effectiveness of each group. Also, attempts were made to identify various mechanisms used by particular colleges that appear to be highly effective in aiding students in their preparation for their working careers. Such mechanisms have been recommended for use by other colleges.

Two methodological approaches have been utilized in the preparation of this report: detail statistical analysis and the case study method. Statistical analyses of all collected data were made at a gross level by computer, using SPSS (Statistical Package for the Social Sciences) as the software package. The computer output was then organized and presented in a manner to enhance its usability. The results have been reported in terms of the significance or non-significance of the differences found in the two groups of colleges. A case study has been included on each of the colleges visited, however, said colleges are not identified in the reports in the interest of maintaining confidentiality.

The final report was organized and prepared in three volumes:

- Volume I - Summary Volume

  This volume presents an executive summary of the entire study.

- Volume II - Technical Volume

  This volume presents a detailed discussion of all technical aspects of the study. Included in this volume are the Findings and Recommendations, Research Design, Data Collection Activities, and Data Analyses.

- Volume III - Case Study Reports

  This volume presents a detailed discussion of the case study made at each of the thirty colleges visited. Even though the names of the colleges have been deleted to maintain anonymity, the colleges have been given a designation that enhances the use of the case studies.

2. FINDINGS AND RECOMMENDATIONS

2.1 GENERAL FINDINGS

1. There is a significantly higher number of companies recruiting at predominantly black colleges than at predominantly white colleges.

2. Colleges do not attract a sufficient number of recruiters to their campuses to satisfy the needs of the graduating students going into the job market.

3. There is a significant lack of statistics being kept by the colleges in both groups surveyed, thereby making it impossible to ascertain the exact number of students finding or not finding jobs and the particulars associated therewith.

4. Placement offices at predominantly black colleges have significantly higher operating budgets than their counterparts at predominantly white colleges. On the other hand, 56% of all placement directors (for both black and white colleges) indicated that they have inadequate placement budgets.

5. Placement directors at both predominantly black and predominantly white colleges feel that white students are more likely to have family connections and friends with connections that can assist them in acquiring a job. Both groups stated that many black students are first-generation college students and therefore their families do not have connections in the professional world nor do the students have many role models to emulate.

   The placement directors in predominantly white colleges felt that most professors tend to be white and therefore their personal favorites in their classes tend to be white and out of their same mold. When these professors hear about jobs, they usually refer students who they consider the cream-of-the-crop and these tend to be their favorite students. It was also stated that white professors are less likely to establish a close rapport with black students because of cultural biases.

6. The overwhelming majority of the students contacted were majoring in just a few different areas. Three areas--Education, Social Sciences, and Psychology accounted for 48.2% of all students and Business and Management plus biological sciences accounted for another 27.3% of all students.

7. A large percentage of students major in areas that are projected to have a low potential for employment in the foreseeable future. As a consequence, only a very small percentage of the students are majoring in areas that are high potential employment areas.

8. Students that have graduated from college are significantly more critical of the placement office than students who have not graduated.

9. Alumni feel that their college course work was significantly less relevant to their field of training than do students who have not graduated.

10. White students and alumni were significantly more critical of the placement offices at white colleges than their black counterparts were of the placement offices at black colleges.

11. Black students depend on the placement office to find them a job to a significantly greater extent than their white counterparts.

12. White students depend on their own efforts to find a job to a significantly greater extent than black students.

13. Faculty members at white colleges are significantly more involved in providing direct student counseling and job referrals while faculty members at black colleges appear to be more involved in working with the students through the placement office.

14. In conjunction with the preceding finding, significantly more black colleges stated that they have a definite program for involving faculty members in the placement process.

15. Black colleges participate in Co-op programs at a significantly higher rate than their white counterparts.

16. Contrary to several of the preceding findings, employers who recruit at white colleges are significantly more satisfied with the assistance provided by the white placement offices than their counterparts who recruit at black colleges are with the assistance provided by the black placement offices.

17. Larger colleges place more importance on the placement function than smaller colleges.

18. Employers who recruit at small colleges do so mostly by invitation from the college. The main reason for their motivation to recruit at large colleges is the prospect of finding the type of student desired.

19. Alumni have the lowest opinion of the effectiveness of college placement activities of all of the groups surveyed. (The opinions of the alumni are considered of utmost importance because this group is in the best position to evaluate the output of the placement offices.)

20. The factors which companies consider in selecting schools for recruitment purposes, in the order of their importance, are as follows:

    - Candidate college has specialized school curriculum, e.g., engineering, education, physical sciences, etc., which are closely matched to needed employee skills.
    - Candidate college is noted for excellence of its graduates.
    - Company is satisfied with employees previously recruited from the candidate college.

21. The overall involvement of college administrators and faculty in the placement process must be considered "low" to "moderate." Said involvement was not found to be "high" at any of the colleges visited.

22. The most salient negative factor found in the overall career selection and the subsequent placement process was the lack of counseling to which students are exposed.

2.2 FINDINGS CHARACTERIZING THE SURVEYED COLLEGES

The findings presented here are based primarily on the results of the interviews with the thirty placement directors and their immediate supervisors.

In many instances, large differences were observed in the information gathered from the two groups of placement officers. However,

since the samples were so small--fifteen in each--the differences were not large enough to demonstrate statistical significance. Realizing this limitation, the differences found have been reported as being important, even though not statistically significant.

The findings which characterize the colleges surveyed have been partitioned into major subject areas to allow for a clearer visualization of the character of the colleges.

2.2.1 Organizational Structure and Composition

1. The majority of the individuals in charge of placement services are full-time placement directors and carry an appropriate title indicative of this fact. This finding was consistent for colleges with predominantly black students, as well as those with predominantly white students.

2. The average time-on-the-job for the placement directors was approximately 6.5 years. This was true for placement directors at predominantly black colleges, as well as those at predominantly white colleges.

3. The majority of the placement directors at both the predominantly black colleges and the predominantly white colleges reported to the Vice President for Student Affairs or the Dean of Students.

4. The average staff size for the placement offices at the predominantly black colleges was 3.53 people, while the average for predominantly white colleges was 2.57 people. Although this difference was not statistically significant, it is important when one considers that 47% of the predominantly black colleges indicate two or more professionals working in their offices, while only 20% of the predominantly white colleges indicated two or more professionals working in their offices.

5. Predominantly black colleges have significantly higher operating budgets than placement offices at predominantly white colleges. The variation in the size of the operating budgets for the two groups of colleges was so great until the mean calculated budget of each group had very little meaning. The budget ranged from no operating budget in several colleges to $25,000, exclusive of salary, in another. Therefore, the "Mann-Whitney Two-Sample Statistic" was used to make the desired calculation. From this, it was

determined that the difference between the budgets of the predominantly white colleges and the higher budgets of the predominantly black colleges was significant at the 95% confidence level.

It was found that several of the placement offices received funds to augment their meager budgets from private companies that recruit at their campuses. These funds are normally provided for reproducing materials, letter mailing, and other general operating expenses.

2.2.2 Operational Mechanisms and Services

1. In the main, the placement offices do not maintain operating statistics at either of the two groups of colleges. An attempt was made to obtain such statistics on the total number of recruiter interviews conducted; the total number of offers made to those interviewed; the total number of placements resulting from those offers; etc. Since this type of data was not available, it was not possible to make the analyses desired in this area.

2. The relationship between the students and placement offices, in general, can be characterized as being formal for both groups of colleges visited. By this, it is meant that there is a specific procedure for informing students of the services provided by the placement office and specific procedures for the students to follow when utilizing the services of the placement office. However, many of the placement offices visited also had informal relationships with the students, thereby allowing the students to drop in at their convenience without an appointment and still receive the full services that were available. This was true for the majority (approximately 62%) of the predominantly white colleges, but was only true for approximately 36% of the predominantly black colleges.

   It was found that two of the predominantly black colleges visited and two of the predominantly white colleges visited had only an informal relationship with the students. In these colleges the students could go into the placement office at any time but minimal effort was expended by these offices to persuade the students to utilize their services.

3. The majority of the colleges in both groups indicated that they operated a student counseling center that is separate from the placement office. However, it was found that no systematic procedures exist for coordinating the services of the two organizations in a manner that would provide integrated counseling experiences for the students.

4. Neither group of colleges visited provide special services for their minority students. The overwhelming majority of the predominantly black schools visited do not provide special services for their white students. Likewise, the overwhelming majority of the predominantly white schools

visited do not provide special services for their black students. However, approximately 36% of the predominantly black schools indicated that they do refrain from referring white students to some employers, while only 8% of the predominantly white schools admitted this practice. The predominantly black schools following this practice stated that they do so because often employers make it known that they are recruiting at the predominantly black colleges to find black students not white students.

5. One hundred percent of the placement directors interviewed indicated that they believe it is beneficial to have faculty members involved in the colleges' career counseling and job placement activities. However, when asked if they had a specific program for involving faculty members in the activities of the placement office, over two-thirds of the predominantly black colleges said that they do, while eighty percent of the predominantly white colleges said that they do not have such programs. This difference between the predominantly black and predominantly white colleges is significant at the 95% confidence level.

6. The majority of the predominantly white colleges stated that they have adequate facilities for their various placement functions while the majority of the predominantly black colleges stated that they do not have adequate facilities. However, the difference was not statistically significant.

7. The majority of both groups of colleges indicated that they do not maintain a list of prominent alumni in the placement office, thereby precluding the possibility of having such alumni aid in finding jobs for students or participating in feedback programs that would acquaint students with inside information on what employers are looking for in new employees.

8. The predominantly black colleges surveyed for the study participate in Co-op programs with industry in significantly higher numbers than the predominantly white colleges. The difference between the degree of participation is significant in excess of the 95% confidence level.

9. The majority of the time spent by placement personnel in searching for jobs is devoted to full-time jobs and only a small percentage of their time is devoted to searching for part-time and/or summer jobs. This was found to be true for both the predominantly black and predominantly white colleges.

10. The majority of the colleges surveyed in both groups indicated that there was only one official placement office on each respective campus. However, it was found, at the larger colleges, that the law schools had separate placement offices. Also, it was found that a few education departments and engineering departments offered formal placement services.

2.2.3 Services Supplied By Employers To Colleges

1. Both groups of colleges rated the amount of job information that they receive from employers as being "good." This is consistent with the opinions of the field team members that visited the campuses.

2. The predominantly black colleges rate the number of on-campus recruiter visits as being "good," while the predominantly white colleges rated this factor as being "fair." By treating the data as grouped data and using the t-test statistic, it was determined that the difference between the two ratings is significant at the 95% confidence level. These findings were consistent with an actual count of the employer visits to the two groups of colleges. The predominantly black colleges had a greater number of employer visits and the difference was significant at the 99% confidence level.

3. Both groups of colleges rated employer participation in Career Day-type activities as being "good." However, they did not view Career Day activities as being of high importance relative to other parameters that contribute to the effectiveness of the placement function.

2.2.4 Potential Areas of Constraint Endemic to the Colleges Sampled

1. Operating Budget Limitations - A slight majority of the colleges in each of the two groups surveyed indicated that they are experiencing budgetary limitations that affect their ability to contact employers. On the other hand, most of the colleges visited indicated that they do not contact employers to get them to recruit at their respective campuses. In fact, they wait to be contacted by employers and this appeared to be more of a philosophic position rather than an economical dictate.

2. Staff Limitations - A majority of the placement directors for both predominantly white and predominantly black colleges indicated that their budget did not provide for adequate staff. Seventy-three percent of the predominantly black colleges indicated they have inadequate staffs while 64% of the predominantly white colleges made this indication. Paradoxically, the predominantly black colleges had an average of

3.5 people working in the placement office while the predominantly white colleges had an average of only 2.5 people working in their offices.

3. Geographic Location - Geographic location does not appear to be a significant factor for the two groups of colleges surveyed with respect to their ability to place students in jobs. However, ten of the predominantly white colleges surveyed could be classified as being remotely located from major employment centers and, of these, six indicated that geographic location was a negative factor for them. Four of the predominantly black colleges could be classified as remotely located and two of these indicated that geographic location was a negative factor. These two findings are consistent with the expected outcome that geographic location would be an important factor in one's ability to place students in jobs.

4. Academic Reputation - Academic reputation was considered to be a very important factor by a significantly high percentage of both groups of colleges surveyed.

5. Size - The size of the college was considered to exhibit minimal effect on the placement offices' ability to place students in jobs. This was true for both the predominantly black and predominantly white colleges.

2.2.5 Self-Evaluation of Placement Activities

1. Both groups of colleges evaluated the overall effectiveness of their placement offices as being "good" on a five-step scale that varied from "poor" to "outstanding."

2. Both groups of colleges were asked to evaluate twelve parmeters on a scale varying from 0 (No Value) to 10 (Most Effective) in terms of what they believed would have the most value in improving the effectiveness of their respective placement office. There was no significant difference in the ratings given to each parameter by either of the two groups, except for one parameter. That parameter concerned "More involvement of the placement office with alumni groups." However, when the rated values from each group of colleges were ranked in order of the value of the parameters for

improving the effectiveness of the placement offices and these two groups of rankings were compared using the Spearman rank correlation coefficient, the correlation was found to be significant in excess of the 99% confidence level. This means that both groups of colleges agree on what parameters offer the most value for improving the effectiveness of placement services. The four most desired parameters in order of their importance were determined to be the following:

- Larger staff
- More time devoted to student counseling
- Larger budget
- Greater number of employer visits

2.3 FINDINGS CHARACTERIZING THE SURVEYED GRADUATING SENIORS

The findings characterizing the students surveyed have been partitioned into major subject areas in order to provide the reader with a clear picture of all the particulars.

2.3.1 Demographic Information

1. Sex - The students surveyed were comprised of 42.1% male, 44.9% female, and there were 13% who declined to specify.

2. Race - The breakdown of this factor indicates that the sample contained 42.8% black, 38.6% white, and 18.6% who declined to specify.

3. College Major - An analysis of the data revealed the following areas as capturing the highest number of enrollees: Education, 25.4%; Business and Management, 20.6%; and Social Sciences, 14.9%. The more technical majors exhibited considerably less enrollees: Psychology, 5.7%; Biological Science, 5.5%; Mathematics, 2.7%; and Engineering, 1.8%. These two groups comprised 76.6% of the students, with the remaining students majoring in various and sundry subjects, such as Fine and Applied Arts, Foreign Languages, Public Affairs, Agriculture and Natural Resources, etc.

4. Willingness to Relocate - An attempt was made to determine if students are willing to relocate to a geographic area other than where their permanent residence is located. The majority of the students (67.9%) indicated that they were seeking jobs in or near their hometowns. Of these, 55.8% indicated that they would relocate in order to accept a job, and 12.1% indicated that they would not be willing to move away from the geographic area in which their hometown is located. Many students (17.1%) were not seeking jobs in or near their hometowns and 15% did not specify.

2.3.2 Relationship of the Students to the Total Placement Services Available

1. The overwhelming majority of the senior level students (94.2%) were aware of the placement services provided by the colleges. However, of those having this knowledge, only 43.5% of the students became aware of such services through the direct initiative of the colleges, while the remainder became aware through their own initiative (18.5%); through fellow students (27.1%); or by various other means (11.9%).

2. Although aware of the placement services, many senior level students (23.15%) were totally unfamiliar with the placement office. Many of the students (20.8%) considered themselves "very familiar" with the services of the placement office, while the bulk of the students (50.6%) considered themselves as being only moderately familiar with the services provided.

3. While the majority of the senior level students (53.1%) had availed themselves of the services of the placement office, an extremely high percentage (45.1%) had not utilized the services of the placement office in their job searches.

4. Only 10.5% of the students interviewed had received career counseling from the placement office, while 53% had received career counseling from their instructors. When asked about job placement counseling, only 18.5% of the students indicated that they had received such counseling from the placement office, while 31.7% of the students indicated that they

had received job placement counseling from instructors. The results indicate that more students receive counseling from instructors than from the placement office, but of greater importance is the fact that an extremely high percentage of the students do not receive any counseling of any type. This is consistent with the placement directors' rating of "More time devoted to student counseling" as the second most valuable parameter for improving the effectiveness of placement services.

5. When asked to rate the placement offices' ability to provide them with career planning counseling and job placement counseling, the students gave the placement offices a "fair" rating in both instances. (This may account, in part, for why most do not seek counseling from the placement office.)

6. While most students are aware of present job demands in their chosen fields, future job demands and prevailing salaries, only a small percentage of the students reported receiving this information from the placement office. Most students get such information from instructors, company recruiters, and various other sources.

7. In general, placement offices do not actively search for jobs for students nor are they instrumental in helping most graduating students find jobs. Placement offices serve to place students in contact with prospective employers and the students must sell themselves to obtain jobs.

8. Students generally feel that the placement office only does a "fair" job of attracting recruiters to the campuses and a significant percentage feel that the placement office does a "poor" job of attracting recruiters in the students' particular area of specialization.

   Students were asked to rate, on a scale of "poor" to "excellent" (with "poor" having a weight of "1" and "excellent" having a weight of "4"), the placement offices' efforts to attract recruiters to the campus. The mean rating was 2.71 which equates to "fair" +. When asked to rate the placement offices' effort to attract recruiters specifically interested in their area of specialization, using the same scale, the mean rating was 2.39, which equates to "fair." The difference between the two ratings was significant at the 99% confidence level.

9. The majority of students feel that college officials only place moderate importance on the placement function and that the activities of the placement office are not treated as a major component in the overall educational process. However, the majority of students feel that the activities of the placement office should be treated on a par with the other major components of the overall educational process.

10. The majority of the students (60.2%) indicated that they would most likely obtain their first job after graduation through their own efforts. Only a small percentage (18.1) felt that they would find their first job through the placement office. The remaining students felt that they would find their first job with the assistance of relatives, friends, and instructors.

2.4 FINDINGS BASED ON FACULTY RESPONSES

1. Faculty involvement in student job search activity -

The extent of involvement of faculty members in assisting students to obtain jobs can be classified as moderate. A large majority of faculty members (86%) feel that they have a responsibility for assisting students in finding jobs, but only 43% of these faculty members classified their involvement as being "high." Approximately 32% classified their involvement as being "moderate" and 26% said that their involvement is "low." This characterization is true for both the faculty at predominantly black colleges, as well as those at predominantly white colleges.

The majority of faculty members indicated that the help they provide students is usually in the form of counseling or in referring students directly to prospective employers. A significantly higher number of faculty members at predominantly white colleges than at predominantly black colleges indicated that they refer students directly to prospective employers. This difference was significant at the .01 level. This finding correlates directly with a finding which indicates that a significantly higher percentage of students at white colleges seek out job placement counseling from their instructors than their counterparts at black colleges. This difference was significant at the .001 level.

2. Manner in which faculty perceive their effectiveness in students' job search efforts -

In general, faculty members feel they could be most effective in assisting students in finding jobs for students by: (1) providing more counseling to students; and (2) by developing more contacts with employers to whom they could refer students. This applies to faculty of both black and white colleges. Ten percent more faculty members at predominantly white schools indicated that providing more counseling would be most effective but the difference was not statistically significant.

3. Faculty involvement with employment community -

The majority of the faculty members interviewed indicated that they do have contacts with employers. While these contacts extend throughout the country, they, as would be expected, are mostly concentrated in the immediate area of the respective faculty members. While most faculty members indicated that they do receive calls directly from employers, the frequency with which this happens is medium to low. On the other hand, when such calls are received, the majority of faculty refer the student directly to the employer as opposed to turning the information over to the placement office.

4. Faculty involvement with placement offices -

The majority of faculty members at both black and white colleges have a high familiarity with the operation of the placement office. However, the faculty members at the black colleges are in contact with the placement office a significantly higher percentage of the time than their counterparts at white colleges. This difference is significant in excess of the .01 level. Likewise, a much higher percentage of faculty members at black colleges indicate that they receive current labor market information from the placement office to aid in counseling their students concerning job information. This difference is significant at the .001 level.

5. Faculty opinion of the importance of the placement function -

Faculty members at white colleges believe that the placement function is considered to be of only "moderate" importance to top college administrators at their respective colleges. On the other hand, faculty members at black colleges believe that the placement function is considered of "high" importance

to the top college administrators at their respective colleges. The difference between faculty members at black colleges giving this factor a high rating and those at white colleges giving it a high rating is significant at the .05 level.

6. Faculty opinion of the effectiveness of placement offices in placing students in jobs -

The faculty members at both black and white colleges believed that the overall effectiveness of the placement office is very good. However, a significantly higher percentage of faculty at black colleges gave the placement office a high effectiveness rating in placing students in jobs than their counterparts at white colleges. This difference is significant at the .05 level.

7. Faculty opinion of what parameters would be most beneficial in improving the placement function -

The faculty respondents were asked to evaluate twelve parameters on a scale varying from 0 (No Value) to 10 (Most Effective) in terms of what they believed would have the most value for improving the effectiveness of their respective placement offices. The ratings from each group (black college faculty members versus white college faculty members) were ranked according to the order of preference calculated for each group. The rankings of the two groups were compared using the Spearman rank correlation coefficient; the correlation between the two groups of rankings was found to be not significant. This means that faculty members at predominantly black colleges and their counterparts at white colleges do not agree with respect to what parameters would be most beneficial for improving the effectiveness of their respective placement offices.

The four most desired parameters in order of their importance were determined, for black college faculty, to be as follows:

- Larger budget
- Larger staff
- More involvement of placement offices with alumni groups
- More mailouts to students concerning job opportunities

The four most desired parameters in order of their importance for white college faculty were determined to be as follows:

- Greater frequency or number of employer visits
- Larger budget
- Larger staff
- More involvement of placement personnel with faculty members

It can be seen that "larger budget" and "larger staff" were ranked in the top four essential parameters by both the black college faculty and the white college faculty. These two parameters were also ranked in the top four by the two groups of placement directors. The number one desired parameter, as rated by white college faculty, "Greater frequency or number of employer visits," appears to be quite consistent with the finding that the number of companies recruiting at white colleges is significantly lower than the number recruiting at the black colleges surveyed. Interestingly, the black college faculty rated "Greater frequency or number of employer visits" as being eleventh in importance for improving the effectiveness of the placement offices. However, this is consistent with the fact that most of the black colleges had a larger number of employers who interview at their campuses each year.

2.5 RECOMMENDATIONS

2.5.1 Recommendations Based on a Statistical Analysis of the Collected Data

1. Colleges which have only a small number of companies recruiting at their campus each year should take specific steps, in a continuous and intensive manner, to encourage more companies to recruit at their respective campuses. (Many of the colleges visited do not actively seek out companies to recruit their students--rather, they wait to be contacted by the companies.)

2. Colleges should be encouraged to establish a specific budget line item for compiling statistics associated with recruiting, hiring, and other job-related activities. These statistics would be invaluable for establishing an operational baseline that is needed in order to improve the operations of placement offices.

3. Colleges should become more aware of alternate funding sources that can provide some of the funds needed to finance college placement activities and other essential functions. (There are many private foundations, etc., that could be potential funding sources for the colleges surveyed for this study.)

4. Placement offices at black colleges should develop a strategy for enhancing the formation of informal placement mechanisms to assist black students in their job search activities.

5. A coordinated effort should be undertaken by college counselors and placement directors to make students fully aware of the employment limitations associated with the various fields of study, especially those that are popular with the majority of present-day students.

6. Placement directors should be required to conduct follow-up surveys of graduates on a periodic basis such that feedback relative to real-world experiences can be passed on to students such that areas for improvement can be recommended to placement offices.

7. College officials should place increased emphasis on counseling students with respect to both career counseling and job placement counseling. (Comments from all groups contacted on this subject indicate that counseling is an area of great deficiency.)

8. Colleges should establish formal programs for getting successful alumni involved with placement office activities. Alumni can be very helpful in providing contacts for graduating students and for inducing companies to participate with colleges by: (1) sending recruiters; (2) providing operating funds; and (3) donating equipment.

2.5.2 Recommendations Based on Specific Placement Office Mechanisms Found at the Schools Visited

A prime consideration of the researchers as they went from college to college was to attempt to discover any unique placement mechanisms being utilized by a particular college that would be useful for all colleges. There were no unique mechanisms discovered, in the

strictest sense; however, there are certain mechanisms that stood out as being highly effective and universally applicable. These have been briefly discussed below in the form of recommendations.

1. Effectively operating Co-op programs appear to be a highly successful means of placing students in permanent jobs after graduation and it is recommended that all colleges should investigate the feasibility of establishing such programs.

2. Steering committees, made up of faculty and administrators, should be set up by college officials to work with the placement office as a means of involving key knowledgeable people in the placement process.

3. All graduating seniors should be required to register with the placement office in order to be in "good standing" with the administration. Conversely, all placement offices should be required to maintain a credentials file on all graduating seniors. A policy of this nature would ensure greater participation by students in the placement activities.

4. Placement offices should have special programs designed to acquaint students with the placement office activities and maintain their awareness for each of the four years of the students' college life. If students only become involved in the placement process in their senior year, they often lack the sophistication required to get the better jobs.

5. Placement offices must be proactive in their desire to attract recruiters to the campuses. They must take definite steps to solicit the participation of companies in their placement programs.

6. Placement offices should establish programs for assisting faculty members in getting summer jobs such that said faculty could in turn establish contacts that would assist graduating students in getting permanent jobs.

3. METHODOLOGY

This section presents the overall methodology utilized for performing the study, along with a discussion of the various tasks identified to meet the technical requirements of the contracted study. The overall methodology utilized for the study contained the following facets:

- Determination of an extensive list of factors that could be used to make comparative assessments between the two groups of colleges (black and white); said factors also had to provide the capability for making relative assessments of the individual colleges.
- Design of a set of survey instruments that possessed the capability for collecting all of the required data.
- Selection of a matched, paired sample of predominantly black and predominantly white colleges.
- The conducting of personal interviews and sending of direct mail questionnaires to the various identified respondent groups.
- The compilation and presentation of the collected data in both a research and analysis format, as well as a case study format.

The above methodology provided for the successful completion of all tasks established for the study. These tasks are identified and discussed in the text that follows.

3.1 DETERMINATION OF FACTORS TO BE EVALUATED

The essence of the placement function cannot begin to be understood by simply viewing it as an activity whose purpose it is to assist students find jobs. The job market that the students are trying to penetrate has so many facets and there are so many underlying philosophical issues until a much more encompassing viewpoint must be taken.

For example, the many facets of the job market include such things as the ever-changing demands of the market resulting from the cyclic nature of world commerce in terms of the types and numbers of professionals that will be required in the foreseeable future; the overarching economic conditions of the world and the United States in terms of growth and decline of the general marketplace; the glamor and desirability of certain professions in terms of how many students are attracted to pursuing said professions, thereby affecting the supply and demand; and the structural changes that occur in the marketplace which result from advancing technology, thereby creating and eliminating various jobs. Examples of the impact of philosophical issues include such things as the desire by some administrators and state government officials to curtail college enrollments and add practical training for non-academic careers to the scholarly training they traditionally provide versus those that warn, especially senior faculty members and academic purists, that such changes would diminish the college's contribution to research and to the scholarly training that they traditionally provide; the understandable but often destructive propensity of many professors to continue to teach and influence students to major in subject areas that are no longer viable in today's marketplace because of the self-sustaining vested interest of said professors; and the structural changes that are occurring in our country and the world as we move from an advanced industrial society to a post-industrial society.

While many of the issues addressed in the preceding paragraph are beyond the explicit purpose and objectives of the study to which this report is addressed, it was felt by the researchers that the overriding significance of said issues was such that consideration had to be given them in the design of factors against which the college placement activities would be evaluated. The factors discussed in the subsequent subparagraphs reflect this philosophy.

3.1.1 Evaluation of Major Problem Areas

There were five major evaluative areas used to investigate the operations of placement offices. While most colleges did not have sufficient data (i.e., detailed statistics) for one to make a definitive assessment of many of the factors associated with each evaluative area, it was possible to glean enough information to arrive at meaningful findings.

3.1.1.1 Budget

It was postulated that the size and restrictions of the available budget would be a problem of concern for most colleges. It was considered that the budgetary constraints would impact the following areas:

- Staff - The size of the staff and the level and mix of skills held by the placement staff members is indicative of how important the placement function is to the college administrators, since salaries are the largest division of costs of placement operations.

- Facilities and equipment - Most facilities are capital costs, but some may be rented and thus part of the operating budget. The adequacy of the facilities, such as the number of interview rooms that are available and the availability of equipment, such as video tape units, etc., all are indicative of how budgetary constraints impact to operation of the placement activities.

- Communication means - The availability of adequate funds to defray telephone, mailing, and printing costs is essential to effective operation of a placement office. It was, therefore, considered that the level of expenditures would be an indicator of the overall quality of the placement operations.

3.1.1.2 Personnel Qualifications

As discussed in section 3.1, there are many subtleties involved in placing graduating students in jobs. In order to operate an effective placement office, it is necessary that placement personnel not only be aware of the underlying issues involved but, also, they must manifest an ability and desire to overcome those factors that are indigenous to the college community which impede the placement of students. The personal skills of the placement director and his staff are, therefore, all important to the effective operation of a placement office. Some of the particular factors that had to be assessed include the following:

- Training - There are many areas of training of which placement personnel could avail themselves that would enhance their job efficiency and effectiveness. While budgetary constraints would have some effect on this situation, there are many skills that could be developed if the personnel are characterized by high personal commitment.

- Motivation/Initiative - These factors are essential ingredients that go hand-in-hand with training. In fact, a highly motivated person can often overcome, to some extent, such constraints as inadequate budget and/or training. For this reason, these factors were considered in the assessment of placement personnel.

3.1.1.3 Communication Interfaces

There are several groups with whom placement personnel should regularly communicate. Prime among these, of course, are the students who are the recipients of the placement services. The nature of the communication between the placement office and the various groups varies although the purpose of these varying communications is towards the same end. The nature of the communication between the placement office and the groups interfacing with it that had to be evaluated can be seen as discussed below:

- Students - The communication between the placement office and students should begin early in the students' college career (i.e., the freshman year, if possible); be tailored to the differing interests of the students; be influential in directing students into viable fields when they are undecided or misdirected in their choices; and be useful such that the students can receive pertinent and necessary information about the job market.

- Faculty members - Faculty members are in an ideal position for helping students in their job search activity because of their high level of contact with the students. Also, because they often have many ties and contacts with industry. However, many do not see this as their responsibility or do not devote much time to it. The placement office must take the initiative in getting high participation of this group in the process. There are numerous avenues of communication that can be established between the placement office and faculty members that will either serve to pass on information that will benefit faculty in aiding students find jobs or that will influence non-participating faculty to become active in the overall placement activities.

- Administrators - There are many things that administrators could do to help in the placement activities. Although most administrators are very busy with their own areas of responsibility, they can, nevertheless, be of great service to the placement office though maybe not nearly as much to individual students. The administrators to whom placement directors report, on the other hand, should particularly be involved in the placement process by bringing the vantage point of their position to bear on the situation.

- Employers - Ideally, the placement office should be able to seek out job openings, to solicit employers to send recruiters and/or recruiting materials to the campuses, and to provide the students with factual and unbiased evaluations of company hiring and operating policies. The placement office, moreover, should be able to help sell its graduates on the competitive market. In order to do these things, the contact between the placement office and employers should be frequent and should be germane both to the students' needs as well as the employers' needs.

- Alumni - Alumni should be able to provide considerable assistance to the placement office and to individual students since they are quite often working in the companies in which students will be interested. The alumni, as with faculty and administrators, can often be of value in establishing the informal mechanisms that seem to work exceptionally well in helping students find jobs. It is important that the placement office have adequate follow-up procedures for their alumni.

- Others - There are many others that placement personnel should communicate with in the performance of their duties such as other placement offices, State Employment Service personnel, professional organizations for placement personnel, government organizations such as the Bureau of Labor Statistics, high school counselors, etc. The exchange of relevant information between these groups would be invaluable to their respective client groups. While time and funds did not allow a detailed investigation of this interfacing group, as with the ones listed above, they are, nevertheless, very important to the effective operation of the placement office and therefore certain information was collected concerning them.

3.1.1.4 Record-Keeping and Library Functions

The placement office should keep adequate records on many different subjects such that they are readily available for use by the students, employers, college administrators, faculty and others that are involved in the placement process. While it was not feasible to attempt to evaluate all of the various materials that placement offices should maintain, there are certain areas of information that were essential to the assessment being made in the study and therefore were investigated. These are as follows:

- Employer Data - Most employers that are of the size that recruit at colleges have company data that they gladly distribute to placement offices. The handling and display of this data is very benefical for informing students about the various companies in which they may be interested.

- Journals and Other Reference Materials - There are various journals and booklets put out by professional organizations, state and federal government agencies, graduate schools, philanthropic foundations, special scholarships and fellowships, etc., that are invaluable both to the students seeking such information or to the placement personnel who should be thoroughly familiar with such information. This information should be filed and cataloged, if necessary, such that it is readily available at all times.

- Sample Letters, Resumes, and Guidelines - The placement offices should have sample materials on hand for the guidance of students in preparing a resume, writing a letter of application, and the do's and don't's for interviewing. Ideally, the placement staff should have the capacity for giving the students direct assistance in preparing such documents.

- Student Files, Resumes, Employment Records - The placement office ideally should maintain a permanent record for each student. These records should specify the student's major field, special training, job experience and other information that the student wants made known. The records should be supplemented with follow-up information after the student graduates and should be available to prospective employers and others with a bona fide interest.

3.1.1.5 Special Programs

It was known, prior to initiation of the study, that many placement offices employ various special programs and techniques for assisting students in finding jobs. It was theorized that some of these techniques may be universally applicable and therefore would be of benefit to other placement offices. For this reason, specific effort was expended to ferret out these innovative techniques and make an assessment of their effectiveness. While all techniques utilized by a placement office were candidates for investigation, there were certain areas specified in advance that would specifically be investigated; these were as follows:

- Cooperative Education Programs - Co-op programs have been in existence for many years as a technique for providing students with practical knowledge of their chosen field of endeavor and/or as a technique for helping students earn money to pay for their schooling and living expenses. Many schools now see Co-op programs as a means of getting permananet employment for students upon graduation from college.

- Career Days, Career Courses, Career Orientation, etc. - Many colleges are now offering credit courses that are designed to provide information on various career fields and choices that are open to students. These courses tend to emphasize the practical aspects of finding a job that is to the liking of the student. Career Days have been used by colleges for many years as a means for acquainting the students with career opportunities that are open to them. Programs of this nature can be invaluable for helping students decide on a career and providing them with information conerning how to obtain their first job. The career aspect of college is considered so important presently until many colleges have career orientation programs for incoming freshmen. In fact, career information is often provided as part of the registration information when freshmen students register on their first day on the campus.

- Increased Faculty Participation In Career Activity - It is essential that faculty members be intimately involved in assisting students to get jobs. However, many faculty members do not see this as being their responsibility, while some see it as one of their primary responsibilities. Innovative ways of increasing faculty participation was considered one of the prime special programs that a placement office could initiate.

- Career Counseling - In the past, many placement offices have served simply as a mechanism for bringing students and recruiters together. Increasingly, one finds that many placement offices are changing their name and function to career counseling and placement. Counseling is considered to be one of the most promising means for directing students into career fields that have current openings and that are predicted to have high employment opportunities in the future. Without proper counseling, many students must arrive at their career choices in a very haphazard manner. The complexity of

the job market today is such that a much more informed and coordinated approach is necessary to secure jobs. It is considered that counseling by placement and other college officials, especially faculty members, is one of the most significant things that can be done to aid the student in his job search activities. In order for counseling to have maximum effectiveness, it must begin in high school and continue through the student's college career. Moreover, there are many different people who should be intimately involved in the counseling process, not just designated counselors. This factor had to be investigated.

- Non-Placement Office Placement Activity - Preliminary data indicated that there may be special activities occurring at colleges whereby large numbers of stduents were being placed in jobs without going through the official college placement office. Certain Schools within a particular college (e.g., Education or Engineering) make special efforts to place their students in jobs. Influential and active alumni associations also are instrumental in placing students in jobs. These factors and others had to be investigated to determine their impact on the total placement process that occurs.

- Informal Placement Mechanisms - There have been indications in the literature, and personal interviews with job seekers bear it out, that there are mechanisms outside of the formal college placement activity that are instrumental in aiding students to find jobs. Moreover, there are some indications that such mechanisms appear to be more effective for white students than for black. Assuming that this phenomenon does exist, an attempt was made to determine the extent to which it was operative for college students who are seeking their first permanent employment.

3.2 DESIGN OF THE DATA COLLECTION INSTRUMENTS

The preceding section laid out the major evaluative areas that would be investigated and specified the various groups with whom the placement office carried on the bulk of its communications. This, then, prescribed the number of different questionnaires that had to be developed and the type of information that had to be covered in the questions included on each questionnaire.

The major overriding consideration in designing the questionnaires was that the design must promote the accurate collection of all desired information. The accuracy of the recorded data is highly dependent upon the simplicity, clarity, and ease of use of the data collection instruments. With this in mind, care was taken to insure that the forms possess all of the characteristics that would facilitate the data collection. The questionnaires have been included in the Appendix. It can be seen that many different types of questions were utilized, open-ended, forced choice, Likert Scales, etc. The idea was to utilize the type of question that could best elicit the information desired.

As stated in the first paragraph, the groups with whom the placement office conducts the bulk of its communications were used to determine the types of questionnaires that would be designed. The sections that follow discuss each of the different questionnaires.

3.2.1 Placement Office Staff Questionnaire

This questionnaire was designed for interviewing the placement director and his professional staff. The questionnaire deals with several types of information. These areas are discussed briefly in the subparagraphs that follow.

3.2.1.1 Physical Descriptive Information

Since a case study approach was to be used as one of the means for analyzing the collected data, there were certain data that were needed to provide a general description of each placement office. Also, certain of the physical attributes had a direct bearing on the efficiency and effectiveness of the placement office operations. For example, the adequacy of space for recruitment interviews had a direct bearing on placement operations.

3.2.1.2 Statistical Information

There are many statistical parameters that are beneficial for assessing the effectiveness of a placement office. Most of the statistical information desired from the colleges was addressed in these questionnaires. An example of the type of information desired is:

1. The total number of students using the service seeking full-time employment.
2. The total number of recruiting interviews made per year.
3. The total number of offers made, resulting from the interviews.
4. The total number of placements made from the offers made.

Other statistics of a more detailed nature were also requested such as the number of students graduating, broken out into the number from each department; the number placed in jobs from each department; and the average starting salary of the students from each department. The usefulness of this type of information is invaluable. The placement staff questionnaire as shown in the Appendix indicates all the desired statistics.

3.2.1.3 Information on Constraining Factors

There are many factors beyond the control of the placement office that impact its operation and under which the office must operate. Some of these factors are as follows:

1. The budget allocated to the placement office.
2. The size and qualification of the placement staff.
3. The situation of students majoring in areas with low marketability.
4. The existence of non-placement office placement activity.

3.2.1.4 Measures of Effort

These parameters were designed to divide the functions of the placement office into a series of discrete actions which by their presence, absence, and degree of intensity pursued, determine the effort being put forth by the placement office in the performance of its duty. These parameters represent activities within the power of placement office management to alter, i.e., they represent the alternative uses of the office's resources. These can be seen as follows:

1. Number of placement office-to-employer contacts.
2. The cataloging and assessibility of recruitment information.
3. The number and extent of student orientation programs.
4. The number and extent of Career Day activity.
5. The extent of use of the school newspaper.
6. The use of direct mail to students.
7. The extent of career and placement counseling activity.
8. The number of placement office-to-alumni contacts.
9. The number of placement office-to-faculty contacts.
10. The use of special programs and innovative techniques.

3.2.2 Administrators' Questionnaire

This questionnaire was used for interviewing administrators to whom the placement director reported and administrators who in their official capacity had direct contact with the placement office. The questionnaire deals with a limited number of areas that are essentially designed to determine how top administrators interface with and impact the placement office and how they interface with students. The areas covered in the questionnaire are covered in the subparagraphs below.

3.2.2.1 Relationship of Placement Office to Other Functions

Certain questions were devised to determine how top administrators view the importance of the placement office with respect to other administrative functions. Also included were questions designed to determine the extent to which top administrators promote a high quantity of interaction between placement office personnel and other offices that could be beneficial in helping students get placed in jobs, offices such as the Alumni Affairs office.

3.2.2.2 Extent of Involvement of Administrators With Student Placement

Certain questions were included that assessed the extent of the contact between administrators and student job seekers. The thought here being that administrators should be active in the placement process if not directly helping students find jobs, at least indirectly by fostering policy that is pro-active in terms of setting up programs to enhance the employability of students and programs that minimize the various problems in placing students. A pro-active posture, as discussed here, is the antithesis of a re-active posture which essentially only responds to the forces that exist in the marketplace, such as the prevailing economic conditions of the nation, or the propensities of companies to concentrate their recruitment activities at certain schools or the tendency of students to concentrate in fields that no longer have high demand requirements.

3.2.2.3 Evaluation of the Effectiveness of Placement Activities

Specific questions were included that required the administrator to evaluate the activities of the placement office and to indicate what criteria were used to make such evaluations. These type questions were placed on all of the different types of questionnaires such that

a correlation could be made on the relative effectiveness of the placement offices as viewed by various groups involved with the offices versus the researchers who have no involvement.

3.2.3 Faculty Questionnaire

As mentioned earlier, faculty involvement in the placement process is considered vital to the interests of the students. Several areas of question content were developed for this questionnaire. These content areas can be seen in the following subparagraphs.

3.2.3.1 Extent of Involvement With Students

Several questions were designed to characterize the type and level of involvement of faculty members with students in the areas of career planning and job placement. Faculty members have more contact with students than other college officials and are in the best position to assist the students in their job search efforts. This should especially be true for faculty members who teach courses in the student's major area. One important area where faculty members can be of great benefit to students is in career and job placement counseling.

3.2.3.2 Extent of Involvement With the Placement Office

The faculty's involvement with the placement office is considered to be a necessary situation. The content of the questions designed for this factor investigated the involvement as initiated by faculty members. While faculty have their own responsibilities to which they must attend, there are, nevertheless, many things that they can do to assist the placement office. Also, they can stress the career aspects of fields in which students major and encourage students to utilize the services of the placement office.

3.2.3.3 Communications From Placement Office

There are a number of instances where faculty members could be of great benefit to the placement office activities. Since placement directors have the formal responsibility for initiating placement activity, they should take the lead in encouraging faculty to participate. For this reason, there were several questions included in the questionnaire to determine the faculty's opinion of the communications emanating from the placement office.

3.2.3.4 Faculty Contact With Industry

Many faculty members have industry contacts through personal friends and professional acquaintances. Often, faculty members engage in outside consulting and this provides them with additional contacts. These contacts can often be used to help students find jobs. There were certain questions designed to investigate this situation because it appears to provide the faculty members with excellent opportunities to be of great service to their students.

3.2.3.5 Evaluation of the Placement Office

There were questions included to determine the opinion of faculty members with regards to the effectiveness of the placement office. These were mainly included such that a comparative assessment could be made of how the various interfacing groups view the placement office.

3.2.4 Graduating Students' Questionnaire

This questionnaire, of course, was essential to the study since this is the client group that the placement offices serve. There were a number of areas covered by this questionnaire and they are discussed in the following subparagraphs.

3.2.4.1 Knowledge and Utilization of the Placement Office

Certain questions were included to determine the familiarity of students with the placement office and to determine their level of utilization of said office. It is, first of all, vital that the students be familiar with the existence of the placement office. Just as vital is their utilization of the office to help, not only in finding a job, but more importantly in helping to decide on what type of jobs are available for which they are qualified and desirous of obtaining. There are questions concerning part-time and summer jobs, as well as full-time jobs after graduation.

3.2.4.2 Exposure to Counseling

The value of the amount and quality of career and job placement counseling to which students are exposed cannot be overemphasized. Many questions were included to determine by whom the students had been counseled, the relative value the student saw in the counseling as provided by various people, and the length of time over which the students received such counseling. Also, questions were included to determine the impact of said counseling on the student's choice of a college major and career field after college.

3.2.4.3 Evaluation of the Placement Office and Career-Planning Process

Since students are the main beneficiaries of the services of the placement office, their opinion of the effectiveness of said office is of prime importance. There are many types of services that the placement office should provide to students. Such services as career planning counseling, job placement counseling, resume preparation assistance, etc., should be provided and questions were included concerning these factors. There were also questions concerning the

overall career aspects of the schooling process. This process is extremely important to a student's successful entry into and subsequent performance in the complicated labor market.

3.2.5 Alumni Questionnaire

The alumni questionnaire was essentially the same as the graduating students' questionnaire. The same content areas were covered in the alumni questionnaire except that the questions were slanted towards determining what the alumni's past experiences with the placement office were and how these had affected their job acquisition process. The student questionnaire looks at present experiences and what one would predict would be the effect of these experiences.

3.2.6 Employers' Questionnaire

While the students are the major client group of the placement office, the employer representatives are also a client group in a manner of speaking and, more importantly, they constitute the major interface between industry and students and other college personnel. It was felt that employers could provide the most objective view of any of the groups directly associated with the placement office. The various content areas covered in the questionnaire are discussed in the following subparagraphs.

3.2.6.1 Definition of the Relationship Between Employers and Colleges

In order to understand the exact relationship that exists between employers and colleges, it is necessary to probe many areas. Some examples of the areas that must be probed are: (1) how do companies determine which colleges will be sent recruiters; (2) what is the policy of employers with regard to donating money to colleges; (3) to what extent

do the companies surveyed use colleges to satisfy their employment needs; (4) how do companies respond to invitations from colleges to have recruiters sent; etc.

3.2.6.2 Evaluation of Placement Offices

Questions in this area deal with the employer's assessment of various aspects of the placement office of a designated school. In this way it is possible to derive a composite assessment of a placement office's activity in terms of how it is viewed by the employer community. Obviously, this type of information is invaluable to the schools in the conduct of their placement program.

3.2.6.3 Evaluation of Students

It is important that knowledge be gained with respect to employers' opinions of the quality of the students at the colleges where they recruit. Many questions were devised to probe this aspect. Of particular importance here are the opinions of employers with regard to present employees who are alumni of the college of interest. These latter opinions will have a great impact on employer recruitment policy in subsequant years.

3.3 SAMPLING PLAN

There were many colleges that appeared as likely candidates for this study. There are some eighty-five-plus predominantly black colleges and thousands of predominantly white colleges. Most of the predominantly black colleges are small, ranging from less than 500 students to over 9,000 students. However, DOL stipulated that only colleges with enrollments over 1,000 should be considered. Only in one instance was it necessary to waive this constraint. For the purpose

of drawing the sample of colleges, it was decided that only one predominantly black and one predominantly white college would be selected in each state. This limited the number of states that had to be considered because predominantly black four-year colleges occur in nineteen different states.

Since many of the colleges eligible for the study would necessarily have small graduating classes and small faculty and administrative bodies, the sample size for each respondent group was influenced by this constraining factor. The particulars associated with the sampling design can be seen in the subparagraphs that follow.

3.3.1 Selection of the Colleges to be Sampled

In selecting the 15 pairs of black and white colleges to serve as the comparison groups, it was necessary to attempt to set all factors other than race to as nearly an equivalent condition as possible within each pair. This included such factors as student enrollment, controlling agency (i.e., state, private, or religious affiliation), coed or non-coed, fields of study offered, and highest degree level conferred. The reason for this was to remove undesired differences, as much as possible, so that the black/white comparisons could be made with a minimum of extraneous confounding of effects. Selection criteria were established against which the varying factors could be assessed. The selection criteria specified that each comparison pair of colleges must be:

1. Within a given state.
2. Approximately the same size with respect to student enrollment.
3. Either under state, private or religious affiliation.
4. Coeducational in student body makeup.
5. Accredited at the same statewide level.

A group of colleges was selected by Ultrasystems in accordance with the selection criteria and agreed to by the Department of Labor. An introductory letter was sent to the placement director of each of the selected colleges. The letter was co-signed by personnel from the Department of Labor and from Ultrasystems to assure the recipients of the authenticity of the study and thereby induce maximum participation. All colleges contacted agreed to participate in the study except two. Substitutes had to be made for the two schools that declined to participate in the study.

3.3.2 Scheduling of the Sample Colleges

Approximately ten days after the introductory letters were mailed, a follow-up telephone call was made to each of the placement directors to obtain their concurrence in participating in the study and to schedule a firm date for the visit to their campus. A considerable amount of time was required to schedule the thirty colleges. This is because (1) the various holiday and vacation schedules observed by the different colleges; and (2) the reluctance of many colleges to participate in the study. As a result of these problems, it was necessary to drop a prospective college from the sample and replace it with a substitute. Fortunately, this happened only once. In several instances, it was necessary to make several calls to a college and to talk to a Dean and the President of the college to obtain permission to visit the campus. At one of the colleges, the faculty was polled about the college's participation in the study and the vote was not to participate.

It was found that most colleges to be visited were on the semester system--one was on a trimester system--but the beginning and ending dates for the semester varied considerably from college to college. Several colleges in the South had commencement exercises at the end of the first week in May. The colleges observed different vacation periods, some observed a week to ten days for Easter, some observed a spring vacation and some did not observe either. All of these factors impacted

the scheduling of visits to the campuses, particularly since the period of the contract detailed that all thirty colleges be visited during the spring semester of 1975.

The scheduling was worked out such that one week of effort would be alloted to each campus and such that the two schools in any particular state would be visited in consecutive weeks. The schedule was also designed such that the survey teams would spend two weeks in the field and two weeks at home on an alternative basis throughout the data collection phase of the study. The two weeks at home between field trips was used to compile the findings on the colleges just visited.

Once a firm date was agreed to for the survey team to visit a particular school, a letter of confirmation was sent to the school which provided the school with detailed information on the purpose and objectives of the study. Also provided with the letter was an outline of the specific information concerning the type and extent of the involvement that would be required of each participating college. As a result of this action, most colleges were well prepared to accept the survey teams upon their arrival.

3.3.3 Sampling Structure Matrix

It was decided that both personal interviews and mailed questionnaires would be required to collect the necessary data. It would be possible to conduct personal interviews with the placement directors, administrators, faculty members, and students while the survey teams were visiting each campus, however, it would not be possible to contact alumni and employers on a personal basis. The following sample sizes were established for each survey group:

Personal Interviews

Placement Staff: 3-5 per college, depending on the size of the staff.

Non-Placement Administrators: 3-5 per college, depending on the nature of the placement office/college interfaces

Faculty: approximately 10 per college, depending on their relationship with the placement office

Students: approximately 100 per college

Mailed Questionnaires

Students: mailed only if 100 students could not be seen on a personal basis

Alumni: initially, approximately 35 per college were mailed in order to net at least 25 returns (approximately 70% response rate), however, because of poor response and the fact that the study is an assessment rather than an evaluation, it was decided to send as many as necessary to get a good return

Employers: initially, approximately 28 per college were mailed in order to net at least 20 returns; subsequently, because of the small number of responses, it was decided to mail to every employer. (This was true for all colleges except Howard University because it had an extensive list of recruiters.)

The above sample sizes were chosen in order to obtain enough data points from each college to provide a sufficient statistical power for making the desired comparisons.

3.4 COMPOSITION AND TRAINING OF SURVEY TEAMS

It was decided that three teams of researchers would be utilized for the study. Each team had two members, one black and one white. One member of each team was designated as the team captain. Two of the teams had one female member and one male member, the third team had two male members. All of the team members had prior experience

in survey research and thus the extent of the training could be minimized. Four of the team members were employees of Ultrasystems and two of the members were subcontracted from Optimum Computers Systems, Inc., a Washington, D.C.-based, black-owned firm.

A meeting of all six of the team members was convened in January of 1975 for one week of training. The training consisted of the following things:

- Familiarization with the purpose and objectives of the study.
- Familiarization with the contents of the six types of survey instruments.
- Pre-test of the survey instruments.
- Familiarization with the guidelines for conducting the field work.

The first two steps in the activity are rather straightforward and self-explanatory. The last two steps will be discussed in more detail in the subparagraphs that follow.

3.4.1 Pre-Test of Survey Instruments

There were two schools chosen to conduct the pre-test: the University of Southern California (USC) which is a large private school located in Los Angeles, California, and Compton College which is a small community college located in Compton, California. USC is a predominantly white college with a total enrollment (undergraduate school, graduate school, and professional schools) of approximately 23,200 students. Compton College has a predominant black enrollment, although the school was never a traditional black college.

The purpose of conducting the pre-test was twofold: first, it provided an opportunity to use the corresponding instruments to interview the selected survey groups under actual conditions and,

secondly, it provided the teams with the opportunity to work out operating procedures for conducting the actual survey work. As expected, pre-testing the instruments highlighted questions and content areas that had to be revised in order to solicit the correct information desired. As a result of the pre-test, the instruments were modified to reflect the actual field experience gained from said tests. In the main, this had to do with revising questions that were not perfectly clear to the respondents.

3.4.2 Guidelines for Conducting Fieldwork

An initial set of guidelines was written after the pre-test and provided to each team member. As with any study of this type, the procedures had to be altered as the dynamics of the field survey work dictated. For example, it was initially thought that 50 graduating seniors would be contacted for personal interviews and fifty would be mailed questionnaires. However, some colleges refused to provide mailing lists of 1975 graduating seniors because of their particular interpretation of the Family Educational Rights and Privacy Act of 1974. However, they would provide a list of 1974 graduates (alumni) because those students graduated prior to the Act being signed into law. This meant that an alternative means had to be utilized to get the information from the balance of the graduating seniors.

It was then decided to pass out interview forms and self-addressed envelopes to seniors contacted by the survey teams while on campus and solicit them to fill out the form at their convenience and mail the completed form to Ultrasystems. The students gladly accepted the forms but were disappointingly remiss in mailing them. This resulted in the survey teams having to conduct 100 personal interviews with graduating seniors while on campus. This presented a difficult problem because many of the smaller colleges only had 100 to 200 graduating seniors.

Many of these were off campus practice teaching (Education students) or for many other reasons could not be located. The one method found to work best for locating seniors involved contacting instructors who had a number of senior classes and requesting their permission to conduct interviews during their class meetings. Experiences of the type just discussed resulted in the issuance of a second set of survey guidelines which set forth a more workable methodology.

3.5 DATA ANALYSES CONSIDERATIONS

The design of the questionnaires was such that four types of data were collected:

1. Yes/no responses
2. Multiple choice responses ($N \geq 3$)
   a) classifications such as outstanding, excellent, good, fair and poor
   b) opinion scales
3. Variable responses
4. Open-ended narrative responses

Data of types (1) and (2a.) are termed "attribute" data as contrasted to the data of type (2b.) and (3) which are variables. Data of type (4) are usually subjective answers to questions which were designed to elicit free-flowing conversation about some aspect of the placement function being investigated.

3.5.1 Attribute Parameter Analyses

The attribute data was analyzed by using the chi-square statistic. There are many attribute-type questions on each of the six different types of questionnaires and the chi-square is an excellent means for analyzing the data to determine when observed differences can be judged significantly different.

3.5.2 Variable Parameter Analysis

For data where the response is in the form of a continuous variable, the "t-test" will be used for two-level comparisons such as black vs. white and the "F-test" will be used for comparisons involving three or more levels such as private-supported schools versus public-supported vs. church-supported schools.

The "opinion-scales" type responses will also be analyzed by the methods just discussed by placing relative rank values on each of the scale points and treating their values as variable data.

3.5.3 Analysis of Open-Ended Responses

A technique named "content analysis" will be used to analyze these type responses. Content analysis can be used in two manners: first, it is a method of studying and analyzing communications in a systematic, objective and quantitative manner for the purpose of measuring variables; second, it can be used to determine the relative emphasis or frequency of various communication phenomena. It has mostly been used as a method of derivation in this report.

4. PRESENTATION OF DATA

4.1 GENERAL DISCUSSION

This section presents the analysis of the data resulting from effort expended, as described in the preceding sections of this report. A three-level analysis approach was utilized to analyze all of the collected data, except that collected with the Placement Staff Questionnaire. The first level of analysis consisted of analyzing all of the open-end questions by content analysis techniques. The second level of analysis consisted of utilizing SPSS (Statistical Package for the Social Sciences) to perform a gross analysis of all closed-end questions. Third level analysis involved refining the gross analyses performed by the SPSS in order to discover any subtleties that exist. Since the sample of respondents to the Placement Staff Questionnaire was relatively small, and since certain of the data collected by this questionnaire was of a special nature, i.e., budget size, etc., the data was analyzed by manual techniques, only using a desk-top computer.

Only those analyses whose inclusion adds substance to the report have been documented here. For example, the tabulations derived from the content analyses have been omitted because they would contribute nothing to the understanding of the report. However, all meaningful conclusions from the content analyses have been included in the findings in section 2.

In general, the analyses included here have been structured in an objective-oriented manner. This means that a specific analysis has been made, where applicable, that corresponds with each objective and research question. This approach served as a point of departure for other types of analysis. Some analyses have been made that are not direct fallouts of the stated study objectives but have been included because they shed light on problem areas and situations that are of vital concern to placement personnel.

4.1.1 Summary of Collected Data

Table 4.1-1 presents a summary of all interview data collected. From the summary presented in this table, it can be seen that the respondents in all categories were fairly evenly divided except for the alumni. There is no apparent reason for the low percentage of alumni respondents from the black colleges. Alumni mailing lists were obtained from all colleges except six. Of these six colleges, three were black and three were white. One hundred letters were sent to alumni from each of the twenty-four colleges that supplied mailing lists. The overall response rate for alumni was 27.3%. However, when viewing this by college type, it can be seen that the response rate from black colleges was 17.4% while the response rate from white colleges was 37.1%.

The overall response rate from recruiters was 35.5%. However, when taken separately, the response rate for recruiters regarding their experiences at black colleges was 32.5%, whereas the response rate from recruiters regarding their experiences at white colleges was 40.3%.

TABLE 4.1-1. OVERALL SUMMARY OF COLLECTED DATA

Questionnaire Type	Black College Respondents	White College Respondents	Total Respondents
1. Placement Office Staff	25	25	50
2. Non-Placement Administrators	25	29	54
3. Faculty	117	128	245
4. Students (1975 Graduates)	1,478	1,424	2,902
5. Alumni (1974 Graduates)	209	446	655
6. Employers (Recruiting at Respective Colleges)	273	213	486

4.1.2 Data Acquisition Considerations

The questionnaires for the placement staff, administrators, faculty, and graduating students were administered through personal interviews. The determining factor in whether or not the desired number of interviews were conducted usually depended on the availability of the prospective respondents. There was no difficulty in locating and scheduling interviews with placement staff personnel. Non-placement administrators were somewhat more difficult to reach. Usually, the administrator of interest, the person to whom the placement director reported, was the Vice President for Student Affairs or the Dean of Students, and these people are often difficult to reach because of their busy schedules. Faculty members were not difficult to reach because they could always be contacted at a scheduled class meeting. However, since the prime interest was in interviewing faculty who were closely involved with helping students find jobs, the universe of faculty members of interest was considerably diminished from the total universe of faculty members.

The graduating students were the most difficult to reach. The majority of the time spent at each campus was spent in search of graduating seniors. Since this group was not readily identifiable, various means had to be devised to locate them. The one method that produced the largest number of respondents involved contacting faculty members who taught upper division classes, asking them if they had seniors in their classes, and securing permission to come to their classes and use a portion of their class time to interview the seniors. One of the thirty colleges visited had a class roster with each student's classification for each class on the schedule of classes. This roster was maintained by the registrar's office and was so useful that it was possible to finish all interviewing in three days, whereas it usually took four to five days.

4.2 ANALYSIS OF STUDENT RESPONSES

The students interviewed for the study are the client group of the placement offices. As such, they are the ones that either benefit or suffer from the existence of or lack of effective placement mechanisms. For this reason, it is particularly important that the students' views weigh heavily in any assessment made of placement offices. Student responses were therefore analyzed in several different ways in order to evaluate them to the fullest extent. The subsections that follow explain the analyses that were made.

4.2.1 Analysis: Male vs. Female Responses

4.2.1.1 General

For this analysis the questionnaires for 1974 graduates from all thirty colleges were separated into two groups (questionnaires completed by males and questionnaires completed by females) and the responses were analyzed accordingly to determine if significant differences exist between the opinions of female students and those of male students.

4.2.1.2 Specific Findings

As a group, female students had a significantly higher opinion of the placement office. A larger proportion of female students were not only aware of the placement office but also used the services of the office to a greater degree in all categories. Of those students indicating that they had been offered a job upon graduation, significantly more females indicated that the jobs offered were related to their major field. On the other hand, the female group was far less willing to leave the state to accept a job (only 74% compared to over 91% for the males).

Significantly more female students were of the opinion that the placement office adequately informed them about the intricacies of the placement process. In line with this, significantly more female students expressed awareness of the present job demand in their field, future employment projections for their field, and starting salaries for their field than did the male students. In each case, the placement office was stated most frequently as being the source of their information.

The female students felt that college officials place a higher importance on the placement function than did their male counterparts.

In stating placement office deficiencies, the most frequently checked reason by both male and female students was "insufficient contact with the work world," however, it was the males who checked this reason with a significantly higher frequency.

Female students decide on the major field for their college studies significantly earlier than their male counterparts.

The detailed tabulation of the male/female student statistical comparisons are provided in Table 4.2-1.

4.2.2 Comparison of Student Responses - College Major As Independent Variable

4.2.2.1 General

It was considered that an analysis of the students' responses, resulting from grouping the students by their major fields, may reveal certain useful significant differences. There were two levels of analysis made by grouping the student responses according to major subject fields. The first was based on choosing the five major field categories in which most students indicated that they were majoring, and the second analysis was made by merging similar major fields in such a manner that seven categories were formed.

TABLE 4.2-1. ANALYSIS OF STUDENT RESPONSES - MALE VS. FEMALE.

VAR.	QUESTION	ANS.	% Response MALE	% Response FEMALE	X^2	SIG.	
405	Accept job in another state?	Yes	91.3	74.0	94.72	+++	(.0000)
409	Aware of placement office?	Yes	92.8	96.3	14.27	+++	(.0002)
	How you became aware of placement office?						
410	(a) school orientation	X*	39.3	46.0	11.30	+++	(.0008)
411	(b) own initiative	X	22.1	16.1	14.58	+++	(.0001)
412	(c) from fellow students	X	26.8	28.7	1.06	-	
414	How familiar with placement office?	Very	22.8	23.7			
		Mod.	52.7	55.0	3.50	-	
		Not	24.5	21.3			
415	Ever used placement office?	Yes	54.0	58.9	5.81	+	(.016)
416	(a) career planning counseling	X	10.8	12.6	1.89	-	
417	(b) interview counseling	X	17.1	21.2	6.56	+	(.011)
418	(c) job placement counseling	X	18.4	20.6	1.75	-	
419	(d) assistance with resume	X	18.2	21.2	3.46		(.063)
420	(e) employer interviews	X	30.7	31.1	0.03	-	
422	Number of job interviews from placement office	0	44.6	45.2			
		1-2	21.3	24.2			
		3-5	17.9	14.8	4.87	-	
		6-10	9.9	10.3			
		11+	6.4	5.5			
	Interviewed in what year						
423	(a) freshman	X	2.9	2.2	1.01	-	
424	(b) sophomore	X	6.1	4.2	4.24	+	(.039)
425	(c) junior	X	12.3	10.3	2.37	-	
426	(d) senior	X	34.7	38.3	3.40		(.065)
427	Career counseling from instructors	X	52.2	53.8	0.59	-	
428	Career counseling from college administrators	X	12.0	10.6	1.07	-	
430	Compare this counseling with career counseling received from placement office	Better	33.9	31.8			
		Same	59.8	63.1	1.53	-	
		Worse	6.3	5.0			
431	Placement counseling/instructors	X	33.5	29.3	4.89	+	(.027)
432	Placement counseling/college administrators	X	10.0	9.5	.08	-	
434	Compare this counseling with placement counseling received from placement office	Better	34.4	30.9			
		Same	62.2	63.8	2.58	-	
		Worse	3.4	5.3			
435	Counseling from sources other than placement office aided in finding job	Yes	52.0	57.5	2.62	-	
436	Have or will have job by 6/75 (compared to 9/75)	Yes	71.9	67.4	2.24	-	
	Type of job						
437	(a) summer	X	12.7	12.5	0.00	-	
438	(b) part-time	X	8.2	8.5	0.04	-	
439	(c) work-study	X	2.3	2.6	0.17	-	
440	(d) Co-op	X	1.4	0.6	3.09		(.079)
441	(e) full-time	X	31.4	28.9	1.76	-	
443	Job related to major field	Yes	61.6	69.7	9.01	++	(.003)
444	Grade level college major decided on	1-8	6.3	11.7			
		9-10	6.0	8.0			
		11-12	19.6	21.5			
		Coll. 1	27.9	27.7	42.13	+++	(.0000)
		Coll. 2	25.1	21.9			
		Coll. 3	13.3	8.5			
		Coll. 4	1.8	0.8			

*X indicates item checked

TABLE 4.2-1. (Cont.)

VAR.	QUESTION	ANS.	% Response MALE	% Response FEMALE	X^2	SIG.	
445	Most important factor in deciding career						
	(a) Own efforts	X	95.7	95.9			
	(b) Placement office	X	0.5	2.0			
	(c) Recruiting personnel	X	2.3	0.8	21.2	+++	(.0003)
	(d) State Employment Service	X	0.6	0.9			
	(e) Private employment agency	X	1.0	0.4			
446	Courses patterned toward career goal	Yes	89.3	92.0	5.10	+	(.024)
447	Relevancy of courses to career field						
	(a) Excellent	X	25.1	24.8			
	(b) Good	X	52.4	53.5	1.46	-	
	(c) Fair	X	19.6	18.3			
	(d) Poor	X	2.8	3.4			
	How placement office disperses information						
448	(a) Bulletin board	X	69.6	69.7	0.00	-	
449	(b) School paper	X	28.0	29.0	0.26	-	
450	(c) Phone calls	X	6.2	6.5	0.07	-	
451	(d) By mail	X	32.0	37.8	8.98	++	(.003)
453	Placement office adequately informs students	Yes	62.4	68.5	8.74	++	(.003)
454	Overall current placement office effectiveness						
	(a) Outstanding	X	5.1	7.1			
	(b) Very good	X	40.5	45.3			
	(c) Mediocre	X	37.0	32.1	20.31	+++	(.0004)
	(d) Fair	X	10.6	11.8			
	(e) Poor	X	6.8	3.7			
467	Aware of present demand in field	Yes	82.1	85.1	3.89	+	(.049)
	How YES information obtained						
468	(a) Placement office	X	12.1	19.1	22.81	+++	(.0000)
469	(b) Instructors	X	45.1	52.5	13.67	+++	(.0002)
470	(c) Recruiters	X	19.5	23.6	6.03	+	(.014)
474	Aware of future employment projections in field	Yes	72.3	72.1	0.00	-	
	How YES information obtained						
475	(a) Placement office	X	10.9	15.2	9.47	++	(.002)
476	(b) Instructors	X	39.4	45.8	10.35	++	(.0013)
477	(c) Recruiters	X	17.7	18.8	0.47	-	
479	Aware of starting salaries in field	Yes	76.1	78.4	1.74	-	
	How YES information obtained						
480	(a) Placement office	X	9.6	14.6	14.16	+++	(.0002)
481	(b) Instructors	X	32.0	34.0	1.05	-	
482	(c) Recruiters	X	24.2	26.7	1.86	-	
484	Placement office actively searched for a job for you	Yes	12.6	14.7	2.05	-	
485	Placement office instrumental in finding job for you	Yes	19.2	21.0	1.00	-	
	If YES, kind of job						
486	(a) Summer	X	3.5	4.4	1.05	-	
487	(b) Part-time	X	4.2	3.4	1.05	-	
488	(c) Full-time	X	12.5	15.5	4.38	+	(.036)
489	(d) Work-study	X	2.0	2.2	0.11	-	
491	Job related to major field	Yes	65.9	70.0	1.22	-	
492	Rate placement office effort to attract company recruiters						
	(a) Excellent	X	14.6	15.4			
	(b) Good	X	46.3	52.6	14.16	++	(.0027)
	(c) Fair	X	30.8	27.0			
	(d) Poor	X	8.2	4.9			
493	Rate placement office success in attracting company recruiters in your field						
	(a) Excellent	X	12.0	14.6			
	(b) Good	X	35.2	36.7	4.46	-	
	(c) Fair	X	29.8	28.0			
	(d) Poor	X	23.0	20.7			

TABLE 4.2-1. (Cont.)

VAR.	QUESTION	ANS.	% Response MALE	% Response FEMALE	X^2	SIG.	
494	Importance of placement function as viewed by college officials						
	(a) High	X	27.2	31.9			
	(b) Moderate	X	50.2	51.6	14.16	++	(.003)
	(c) Low	X	20.7	15.4			
	(d) None	X	1.9	1.2			
495	Are placement activities treated as a major component of the educational process?	Yes	37.4	37.5	0.00	-	
496	If NO, do you believe they should be?	Yes	92.8	93.7	0.37	-	
497	Rate the ability of the placement office to provide career counseling						
	(a) Excellent	X	10.0	10.9			
	(b) Good	X	42.0	46.8	6.34		(.096)
	(c) Fair	X	34.6	31.2			
	(d) Poor	X	13.4	11.1			
498	Rate the ability of the placement office to provide job placement counseling						
	(a) Excellent	X	8.4	9.9			
	(b) Good	X	43.3	48.5	11.13	+	(.011)
	(c) Fair	X	34.6	31.9			
	(d) Poor	X	13.8	9.8			
	If the placement office has not been adequate for you to what do you attribute deficiency?						
499	(a) Inadequate staff	X	19.4	18.8	0.14	-	
500	(b) Lack of counseling experience	X	9.3	8.7	0.22	-	
501	(c) Insufficient contact with work world	X	25.6	19.3	13.81	+++	(.0002)
502	(d) Staff disinterest	X	7.0	8.2	1.00	-	
	How do you think you will most likely obtain your first job after graduating?						
504	(a) Own efforts	X	66.8	71.3	5.86	+	(.016)
505	(b) Placement office	X	20.0	21.8	1.19	-	
506	(c) Instructor's assistance	X	11.5	11.5	0.00	-	
507	(d) Relative's assistance	X	11.7	13.1	1.02	-	
508	(e) Friend's assistance	X	15.2	14.2	0.38	-	

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

For the first analysis, the five fields most frequently indicated by students can be seen as follows, along with the percentage of students indicating that field as their major field:

1.	Education	26.6%
2.	Business and Management	21.6%
3.	Social Sciences	15.6%
4.	Psychology	6.0%
5.	Biological Sciences	5.7%
	Total	75.5%

From the preceding listing it can be seen that over 75% of the students surveyed were majoring in just five categories out of a total of 55 categories in which students indicated they were majoring.

For the second analysis, seven general major field categories were devised that subsume all of the 55 specific major categories in which students were majoring. A convention used by the National Center for Educational Statistics, U.S. Office of Education, was used as a guide for condensing the major field categories. The seven category groupings, along with the percentage of respondents represented by each, can be seen as follows:

1.	Education	26.6%
2.	Business Management and Law; Business and Commercial Technology	21.9%
3.	Social Sciences and Public Affairs; Home Economics; Area Studies; Communications; Interdisciplinary Studies; Theology	19.8%
4.	Psychology	6.0%
5.	Biological Science; Agriculture; Health Professions; Health Services; Paramedics	8.4%
6.	Letters and Fine and Applied Arts; Foreign Languages	7.8%
7.	Physical Sciences; Mathematics; Architecture; Computer and Information Science; Mechanical and Engineering Technology	9.1%

4.2.2.2 Specific Findings

Tables 4.2-2 and 4.2-3 present the overall tabulations of the statistical analysis results for these comparisons.

The highest overall placement office effectiveness ratings were given by Education majors, while the least satisfied groups were the Psychology and Social Science majors.

Education majors also expressed the highest awareness of the placement office but were the least willing group to accept an out-of-state job. These results may be simply reflecting the male/female differences noted in the preceding section, since there is a preponderance of female students majoring in Education.

As far as placement office usage itself, however, it was Business and Management majors who used the placement office most frequently. Psychology and Biology majors were the least frequest users.

Of those obtaining jobs through the placement office, Business and Management, Physical Science, and Education majors received the largest percentage of jobs related to college major (over 70% each), while Psychology major jobs were the least related (only 41%).

Education majors, as a group, decided on their major far earlier than all other groups. For example, fully 18% of Education majors stated that their decision was made prior to high school, compared to corresponding percentages of from 3.9% - 7.7% for the other 6 major groupings. Education majors were also the most aware group of current job demand and starting salaries. The least aware groups were Psychology and Letters and Arts majors.

The most active placement office job searches and successes were for Education, Business and Management, and Physical Science majors who were also the groups which rated the placement office the highest for success in attracting company recruiters.

TABLE 4.2-2. ANALYSIS OF STUDENT RESPONSES - FIVE LARGEST FIELDS OF INTEREST

VAR.	QUESTION	ANS.	% Response EDUCATION	BUSINESS & MGMT.	SOCIAL SCIENCE	PSY-CHOLOGY	BIOLOGY	X^2	SIG.	
405	Accept job in another state?	Yes	70.1	90.3	84.5	82.3	85.7	68.11	+++	(.0000)
409	Aware of placement office?	Yes	95.6	95.1	94.4	94.6	93.6	1.65	-	
	How you became aware of placement office?									
410	(a) school orientation	X*	46.6	43.6	42.6	41.9	46.8	2.95	-	
411	(b) interview counseling	X	17.7	21.6	22.7	16.2	10.1	16.18	++	(.003)
412	(c) from fellow students	X	28.9	27.9	21.8	31.1	24.7	9.43		(.051)
414	How familiar with placement office?	Very	20.2	30.4	22.1	14.6	16.9			
		Mod.	57.0	51.4	55.1	51.0	55.4	41.55	+++	(.0000)
		Not	22.8	18.2	22.8	34.4	27.7			
415	Ever used placement office?	Yes	54.6	62.6	57.1	43.9	49.4	23.82	+++	(.0001)
416	(a) career planning counseling	X	11.0	10.7	13.2	11.4	10.8	1.89	-	
417	(b) interview counseling	X	21.6	21.9	13.9	11.4	17.7	20.22	+++	(.0005)
418	(c) job placement counseling	X	21.3	22.1	16.7	9.0	15.8	19.48	+++	(.0006)
419	(d) assistance with resume	X	20.1	20.9	18.1	16.2	14.6	5.04	-	
420	(e) employer interviews	X	27.3	43.5	27.4	19.8	25.9	62.28	+++	(.0000)
422	Number of job interviews from placement office	0	47.7	33.2	45.6	69.4	42.0			
		1-2	27.2	18.9	26.0	6.3	24.0			
		3-5	14.8	22.0	16.1	17.1	15.0	12.01	+++	(.0000)
		6-10	7.9	13.6	8.8	6.3	13.0			
		11+	2.4	12.3	3.5	0.9	6.0			
	Interviewed in what year									
423	(a) freshman	X	1.6	3.7	2.1	3.0	0.6	8.74		(.068)
424	(b) sophomore	X	3.3	8.0	4.6	4.8	3.2	17.39	++	(.0016)
425	(c) junior	X	8.6	14.4	13.9	8.4	6.3	19.63	+++	(.0006)
426	(d) senior	X	33.7	47.0	32.9	21.0	37.3	50.62	+++	(.0000)
427	Career counseling from instructors	X	53.3	49.5	48.5	49.1	53.2	3.65	-	
428	Career counseling from administrators	X	10.9	12.7	11.1	11.4	12.7	1.37	-	
430	Compare this counseling with career counseling received from placement office	Better	28.7	27.8	31.4	49.2	45.2			
		Same	64.0	65.6	62.8	47.5	51.6	17.66	+++	(.0000)
		Worse	7.3	6.6	5.8	3.3	3.2			
431	Placement counseling/instructors	X	33.3	33.3	26.5	19.2	26.6	19.51	+++	(.0006)
432	Placement counseling/college administrators	X	9.2	11.0	11.1	7.8	11.4	2.92	-	
434	Compare this counseling with placement counseling received from placement office	Better	29.0	29.0	31.6	50.0	36.2			
		Same	66.1	67.5	64.7	44.1	59.6	8.64	-	
		Worse	4.9	3.5	3.8	5.9	4.3			
435	Counseling from sources other than placement office aided in finding job	Yes	57.8	57.5	51.2	50.0	47.1	4.14	-	

*X indicates item checked

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TABLE 4.2-2. (Cont.)

VAR.	QUESTION	ANS.	% Response EDUCATION	BUSINESS & MGMT.	SOCIAL SCIENCE	PSY-CHOLOGY	BIOLOGY	X^2	SIG.	
436	Have or will have job by 6/75 (compared to 9/75)	Yes	53.9	72.6	74.7	82.0	81.4	42.44	+++	(.0000)
	Type of job									
437	(a) summer	X	10.3	6.9	13.7	19.8	28.2	43.87	+++	(.0000)
438	(b) part-time	X	7.3	8.0	7.9	10.8	9.5	2.63	-	
439	(c) work-study	X	3.0	2.0	2.1	1.2	1.9	2.89	-	
440	(d) Co-op	X	0.4	2.0	0.5	1.2	0.0	12.60	+	(.0134)
441	(e) full-time	X	28.9	36.8	29.7	18.0	19.6	33.26	+++	(.0000)
443	Job related to major field	Yes	70.8	76.2	48.6	41.1	54.5	70.31	+++	(.0000)
444	Grade level college major decided on	1-8	18.0	4.2	4.7	3.9	6.9			
		9-10	8.4	4.3	6.0	4.6	11.7			
		11-12	22.1	19.7	19.3	14.5	22.8			
		Coll. 1	26.3	27.4	28.8	30.9	24.1	149.15	+++	(.0000)
		Coll. 2	17.8	27.0	26.0	30.9	24.1			
		Coll. 3	6.2	15.8	13.7	12.5	9.7			
		Coll. 4	1.2	1.6	1.5	2.6	0.7			
445	Most important factor in deciding career									
	(a) Own efforts	X	95.4	94.9	94.9	95.7	98.4			
	(b) Placement office	X	1.8	2.1	0.8	1.4	0.0			
	(c) Recruiting personnel	X	1.9	1.6	1.3	2.1	0.0	25.18		(.067)
	(d) State Employment Service	X	0.6	0.2	2.2	0.7	0.0			
	(e) Private employment agency	X	0.3	1.2	0.8	0.0	1.5			
446	Courses patterned toward career goal	Yes	94.2	92.8	83.0	87.4	95.5	50.40	+++	(.0000)
447	Relevancy of courses to career field									
	(a) Excellent	X	31.7	23.0	16.1	17.2	25.2			
	(b) Good	X	52.9	56.9	50.1	45.7	56.5	95.90	+++	(.0000)
	(c) Fair	X	13.5	17.1	26.8	31.1	15.0			
	(d) Poor	X	1.9	2.9	7.1	6.0	3.4			
	How placement office disperses information									
448	(a) Bulletin board	X	67.3	75.9	70.3	68.3	65.8	14.17	++	(.0068)
449	(b) School paper	X	27.4	27.1	32.9	25.1	28.5	6.09	-	
450	(c) Phone calls	X	6.1	5.9	6.5	5.4	8.9	2.27	-	
451	(d) By mail	X	33.0	33.1	33.2	36.5	46.2	11.44	+	(.022)
453	Placement office adequately informs students	Yes	70.6	65.1	63.0	57.2	68.3	12.70	+	(.013)
454	Overall current placement office effectiveness									
	(a) Outstanding	X	9.0	4.8	3.9	3.8	4.7			
	(b) Very good	X	49.4	42.1	39.0	30.8	51.9			
	(c) Mediocre	X	27.8	36.5	38.1	44.4	31.0	52.61	+++	(.0000)
	(d) Fair	X	10.0	11.7	12.2	14.3	7.0			
	(e) Poor	X	3.9	4.8	6.9	6.8	5.4			
467	Aware of present demand in field	Yes	88.1	82.8	80.2	75.2	82.2	22.91	+++	(.0001)
	How YES information obtained									
468	(a) Placement office	X	20.5	14.9	13.9	7.2	15.2	22.74	+++	(.0000)
469	(b) Instructors	X	60.1	43.1	39.0	47.6	40.5	65.95	+++	(.0000)
470	(c) Recruiters	X	21.9	26.4	17.9	10.8	24.1	23.88	+++	(.0001)

TABLE 4.2-2. (Cont.)

VAR.	QUESTION	ANS.	% Response EDUCATION	BUSINESS & MGMT.	SOCIAL SCIENCE	PSY-CHOLOGY	BIOLOGY	x^2	SIG.	
474	Aware of future employment projections in field	Yes	74.8	74.4	69.0	63.9	73.5	11.76	+	(.019)
	How YES information obtained									
475	(a) Placement office	X	15.1	13.0	10.9	6.0	15.2	12.48	+	(.014)
476	(b) Instructors	X	53.0	37.1	35.5	43.7	35.4	52.02	+++	(.0000)
477	(c) Recruiters	X	15.5	22.7	14.8	10.2	23.4	25.43	+++	(.0000)
479	Aware of starting salaries in field	Yes	83.1	82.5	72.7	65.6	66.5	51.21	+++	(.0000)
	How YES information obtained									
480	(a) Placement office	X	16.3	12.4	10.4	4.8	10.8	21.71	+++	(.0002)
481	(b) Instructors	X	38.9	35.6	26.9	34.7	18.4	35.41	+++	(.0000)
482	(c) Recruiters	X	26.6	31.4	20.2	10.2	24.1	39.02	+++	(.0000)
484	Placement office actively searched for a job for you	Yes	16.6	15.4	11.8	5.5	9.0	17.83	++	(.0013)
485	Placement office instrumental in finding a job for you	Yes	22.9	23.5	18.8	10.7	13.6	18.11	++	(.0012)
	If YES, kind of job									
486	(a) Summer	X	3.7	4.8	3.2	4.2	2.5	2.87	-	
487	(b) Part-time	X	3.4	5.0	4.6	3.6	1.9	4.63	-	
488	(c) Full-time	X	17.5	15.7	12.5	3.0	11.4	26.76	+++	(.0000)
489	(d) Work-study	X	3.1	2.2	1.4	1.8	1.3	4.87	-	
491	Job related to major field	Yes	76.7	78.8	50.0	25.0	61.1	68.51	+++	(.0000)
492	Rate placement office effort to attract company recruiters									
	(a) Excellent	X	17.9	16.2	12.5	10.3	16.7			
	(b) Good	X	57.7	49.2	48.5	37.4	46.7	48.41	+++	(.0000)
	(c) Fair	X	21.2	28.8	30.2	43.9	29.2			
	(d) Poor	X	3.3	5.9	8.8	8.4	7.5			
493	Rate placement office success in attracting company recruiters in your field									
	(a) Excellent	X	17.3	17.6	5.6	4.3	13.8			
	(b) Good	X	43.9	48.0	27.9	12.2	30.9	215.8	+++	(.0000)
	(c) Fair	X	27.2	23.2	36.8	31.3	24.4			
	(d) Poor	X	11.6	11.2	29.7	52.2	30.9			
494	Importance of placement function as viewed by college officials									
	(a) High	X	39.0	30.5	23.7	18.2	23.9			
	(b) Moderate	X	50.7	49.8	50.0	49.7	50.7	95.16	+++	(.0000)
	(c) Low	X	9.8	18.1	23.7	28.7	19.0			
	(d) None	X	0.5	1.5	2.7	3.5	6.3			
495	Are placement activities treated as a major component of the educational process?	Yes	47.9	44.9	35.8	18.3	36.7	54.5	+++	(.0000)
496	If NO, do you believe they should be?	Yes	94.1	94.5	93.1	95.4	90.9	2.60	-	

TABLE 4.2-2. (Cont.)

VAR.	QUESTION	ANS.	% Response EDUCATION	BUSINESS & MGMT.	SOCIAL SCIENCE	PSY-CHOLOGY	BIOLOGY	X^2	SIG.
497	Rate the ability of the placement office to provide career counseling								
	(a) Excellent	X	13.8	9.5	7.7	7.4	12.1		
	(b) Good	X	48.0	45.0	45.2	27.8	44.4	35.37	+++ (.0004)
	(c) Fair	X	29.5	33.1	34.2	45.4	33.1		
	(d) Poor	X	8.7	12.4	12.9	19.4	10.5		
498	Rate the ability of the placement office to provide job placement counseling								
	(a) Excellent	X	12.7	7.6	7.8	5.3	9.2		
	(b) Good	X	49.9	44.8	43.6	33.6	45.0	34.85	+++ (.0005)
	(c) Fair	X	28.1	35.8	34.5	44.2	37.5		
	(d) Poor	X	9.3	11.8	14.0	16.8	8.3		
	If the placement office has not been adequate for you to what do you attribute deficiency?								
499	(a) Inadequate staff	X	18.3	19.9	20.6	17.4	17.7	1.71	-
500	(b) Lack of counseling experience	X	9.4	9.9	9.3	7.8	8.9	0.72	-
501	(c) Insufficient contact with work world	X	16.0	22.2	26.0	27.5	19.6	22.41	+++ (.0002)
502	(d) Staff disinterest	X	7.3	7.7	8.1	12.0	8.9	4.21	-
	How do you think you will most likely obtain your first job after graduating?								
504	(a) Own efforts	X	62.4	55.9	66.1	74.3	67.7	25.39	+++ (.0000)
505	(b) Placement office	X	25.1	22.7	12.5	6.6	13.9	53.06	+++ (.0000)
506	(c) Instructor's assistance	X	10.2	7.0	9.7	12.6	16.5	14.63	++ (.0055)
507	(d) Relative's assistance	X	10.2	9.2	11.8	13.8	19.0	14.09	++ (.0070)
508	(e) Friend's assistance	X	14.5	12.0	14.6	15.6	13.9	2.56	-

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Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

TABLE 4.2-3. ANALYSIS OF STUDENT RESPONSES - SEVEN COMPOSITE MAJOR FIELD GROUPINGS

VAR.	QUESTION	ANS.	% Response EDUCATION	BUSINESS & MGMT.	SOCIAL SCIENCE	PSYCHOLOGY	BIOLOGY	LETTERS & ARTS	PHYSICAL SCIENCE	x^2	SIG.
405	Accept job in another state?	Yes	70.1	90.5	83.4	82.3	86.5	85.6	90.1	81.04	+++ (.0000)
409	Aware of placement office?	Yes	95.6	95.2	94.7	94.6	89.7	92.1	95.3	15.53	+ (.016)
	How you became aware of placement office?										
410	(a) school orientation	X*	46.6	43.2	43.1	41.9	42.5	45.2	41.5	3.52	-
411	(b) interview counseling	X	17.7	21.7	21.2	16.2	14.2	12.9	17.6	15.41	+ (.017)
412	(c) from fellow students	X	28.9	28.3	23.0	31.1	25.3	22.6	32.6	13.27	+ (.039)
414	How familiar with placement office?	Very	20.2	30.1	22.8	14.6	13.8	15.3	27.9		
		Mod.	57.0	51.6	53.9	51.0	54.3	58.9	42.1	66.59	+++ (.0000)
		Not	22.8	18.3	23.3	34.4	31.9	25.7	30.1		
415	Ever used placement office?	Yes	54.6	62.2	56.2	43.9	43.9	48.1	51.6	36.79	+++ (.0000)
416	(a) career planning counseling	X	11.0	10.5	13.1	11.4	9.4	9.7	9.8	3.78	-
417	(b) interview counseling	X	21.6	21.9	13.6	11.4	15.5	14.7	19.7	27.57	+++ (.0001)
418	(c) job placement counseling	X	21.3	21.9	15.4	9.0	13.3	16.1	19.2	27.30	+++ (.0001)
419	(d) assistance with resume	X	20.1	20.9	19.1	16.2	12.0	18.0	17.6	10.70	(.098)
420	(e) employer interviews	X	27.3	43.2	26.3	19.8	21.5	22.6	32.1	79.08	+++ (.0000)
422	Number of job interviews from placement office	0	47.7	33.2	47.5	69.4	50.0	52.5	42.3		
		1-2	27.2	19.0	25.3	6.3	23.3	28.7	20.3		
		3-5	14.8	21.8	15.9	17.1	12.7	12.3	12.2	147.8	+++ (.0000)
		6-10	7.9	13.8	8.0	6.3	10.0	4.1	15.4		
		11+	2.4	12.2	3.3	.9	4.0	2.5	9.8		
	Interviewed in what year										
423	(a) freshman	X	1.6	3.8	2.0	3.0	0.4	3.7	2.6	12.90	+ (.045)
424	(b) sophomore	X	3.3	7.9	4.7	4.8	3.9	2.3	4.1	20.48	++ (.0023)
425	(c) junior	X	8.6	14.2	13.1	8.4	9.9	4.1	11.4	25.38	+++ (.0003)
426	(d) senior	X	33.7	46.6	32.1	21.0	30.9	27.6	33.7	60.22	+++ (.0000)
427	Career counseling from instructors	X	53.3	49.9	50.5	49.1	60.5	56.7	55.4	11.63	+ (.071)
428	Career counseling from administrators	X	10.9	12.9	10.7	11.4	11.6	6.9	11.9	6.05	-
430	Compare this counseling with career counseling received from placement office	Better	28.7	28.6	32.1	49.2	43.9	26.0	48.6		
		Same	64.0	64.9	62.9	47.5	53.7	69.9	47.1	28.57	++ (.0046)
		Worse	7.3	6.5	5.0	3.3	2.4	4.1	4.3		
431	Placement counseling/instructors	X	33.3	33.6	28.7	19.2	35.6	24.0	38.3	27.94	+++ (.0001)
432	Placement counseling/college administrators	X	9.2	11.0	9.6	7.8	9.0	6.5	11.4	5.50	-
434	Compare this counseling with placement counseling received from placement office	Better	29.0	29.7	32.2	50.0	40.8	31.4	43.5		
		Same	66.1	66.9	63.8	44.1	54.9	64.7	52.2	14.56	-
		Worse	4.9	3.4	4.0	5.9	4.2	3.9	4.3		
435	Counseling from sources other than placement office aided in finding job	Yes	57.8	57.0	49.0	50.0	52.3	37.3	48.7	11.08	(.086)

*X indicates item checked

TABLE 4.2-3. (Cont.)

VAR.	QUESTION	ANS.	% Response EDUCATION	BUSINESS & MGMT.	SOCIAL SCIENCE	PSYCHOLOGY	BIOLOGY	LETTERS & ARTS	PHYSICAL SCIENCE	X^2	SIG.
436	Have or will have job by 6/75 (compared to 9/75)	Yes	53.9	72.7	74.5	82.0	85.1	76.5	75.9	55.71	+++ (.0000)
	Type of job										
437	(a) summer	X	10.3	7.1	12.5	19.8	20.6	18.4	14.0	49.10	+++ (.0000)
438	(b) part-time	X	7.3	8.1	7.8	10.8	8.6	10.1	9.3	3.72	-
439	(c) work-study	X	3.0	2.0	2.4	1.2	2.1	3.7	2.6	4.02	-
440	(d) Co-op	X	0.4	2.0	0.4	1.2	0.4	0.0	1.6	16.12	+ (.013)
441	(e) full-time	X	28.9	36.6	28.9	18.0	18.5	24.9	32.1	42.11	+++ (.0000)
443	Job related to major field	Yes	70.8	76.2	53.4	41.1	57.3	60.4	72.2	64.30	+++ (.0000)
444	Grade level college major decided on	1-8	18.0	4.3	4.9	3.9	7.7	7.4	5.5		
		9-10	8.4	4.3	5.1	4.6	12.9	7.4	11.0		
		11-12	22.1	19.8	20.2	14.5	22.0	23.3	24.9		
		Coll. 1	26.3	27.5	29.1	30.9	27.3	20.8	29.3	188.7	+++ (.0000)
		Coll. 2	17.8	27.0	24.4	30.9	20.1	29.2	14.9		
		Coll. 3	6.2	15.5	14.9	12.5	9.1	10.9	11.6		
		Coll. 4	1.2	1.6	1.4	2.6	1.0	1.0	2.8		
445	Most important factor in deciding career										
	(a) Own efforts	X	95.4	95.0	95.1	95.7	98.0	98.3	96.4		
	(b) Placement office	X	1.8	2.1	0.6	1.4	0.0	0.6	0.6		
	(c) Recruiting personnel	X	1.9	1.5	1.3	2.1	1.0	0.6	2.4	38.95	+ (.028)
	(d) State Employment Service	X	0.6	0.2	2.3	0.7	0.0	0.6	0.0		
	(e) Private employment agency	X	0.3	1.2	0.6	0.0	1.0	0.0	0.6		
446	Courses patterned toward career goal	Yes	94.2	92.7	84.3	87.4	94.7	85.2	91.4	52.91	+++ (.0000)
447	Relevancy of courses to career field										
	(a) Excellent	X	31.7	23.0	18.6	17.2	32.1	18.8	28.2		
	(b) Good	X	52.9	56.7	49.8	45.7	49.8	53.5	59.1	114.1	+++ (.0000)
	(c) Fair	X	13.5	17.4	25.5	31.1	14.9	20.3	12.7		
	(d) Poor	X	1.9	3.1	6.1	6.0	3.2	7.4	0.0		
	How placement office disperses information										
448	(a) Bulletin board	X	67.3	76.1	69.1	68.3	65.7	59.0	68.9	26.84	+++ (.0002)
449	(b) School paper	X	27.4	27.2	32.7	25.1	26.2	32.7	24.4	10.68	(.099)
450	(c) Phone calls	X	6.1	5.9	5.8	5.4	7.3	5.1	4.7	1.77	-
451	(d) By mail	X	33.0	32.6	33.2	36.5	36.9	35.0	40.9	6.48	-
453	Placement office adequately informs students	Yes	70.6	65.1	62.6	57.2	62.5	69.5	61.2	16.67	+ (.011)
454	Overall current placement office effectiveness										
	(a) Outstanding	X	9.0	4.7	3.9	3.8	4.2	4.8	6.3		
	(b) Very good	X	49.4	42.0	36.6	30.8	44.5	45.5	41.1		
	(c) Mediocre	X	27.8	36.9	38.9	44.4	33.0	37.6	36.7	71.16	+++ (.0000)
	(d) Fair	X	10.0	11.6	13.1	14.3	9.4	10.3	8.2		
	(e) Poor	X	3.9	4.7	7.5	6.8	8.9	1.8	7.6		
467	Aware of present demand in field	Yes	88.1	83.0	80.5	75.2	84.1	83.3	80.6	23.79	+++ (.0006)
	How YES information obtained										
468	(a) Placement office	X	20.5	14.8	12.9	7.2	11.6	15.2	14.5	29.18	+++ (.0001)
469	(b) Instructors	X	60.1	43.5	40.5	47.6	47.6	51.6	48.2	60.34	+++ (.0000)
470	(c) Recruiters	X	21.9	26.2	16.0	10.8	21.5	14.3	26.4	38.76	+++ (.0000)

TABLE 4.2-3. (Cont.)

VAR.	QUESTION	ANS.	% Response EDUCATION	BUSINESS & MGMT.	SOCIAL SCIENCE	PSYCHOLOGY	BIOLOGY	LETTERS & ARTS	PHYSICAL SCIENCE	X^2	SIG.
474	Aware of future employment projections in field	Yes	74.8	74.8	69.0	63.9	77.0	63.4	68.9	24.31	+++ (.0005)
	How YES information obtained										
475	(a) Placement office	X	15.1	12.9	10.2	6.0	11.6	12.4	14.5	14.70	+ (.023)
476	(b) Instructors	X	53.0	37.7	36.8	43.7	42.1	39.2	42.0	46.89	+++ (.0000)
477	(c) Recruiters	X	15.5	22.4	14.2	10.2	22.7	9.2	25.9	47.19	+++ (.0000)
479	Aware of starting salaries in field	Yes	83.1	82.6	72.4	65.6	72.5	69.4	70.4	57.54	+++ (.0000)
	How YES information obtained										
480	(a) Placement office	X	16.3	12.4	8.9	4.8	8.2	7.4	12.4	34.55	+++ (.0000)
481	(b) Instructors	X	38.9	35.9	28.5	34.7	28.8	29.0	23.3	30.64	+++ (.0000)
482	(c) Recruiters	X	26.6	31.0	19.4	10.2	22.7	17.5	28.5	49.83	+++ (.0000)
484	Placement office actively searched for a job for you	Yes	16.6	15.2	11.0	5.5	8.3	7.5	13.5	28.51	+++ (.0001)
485	Placement office instrumental in finding a job for you	Yes	22.9	23.2	17.1	10.7	14.2	11.9	20.0	28.68	+++ (.0001)
	If YES, kind of job										
486	(a) Summer	X	3.7	4.8	3.4	4.2	4.3	3.2	5.2	2.68	-
487	(b) Part-time	X	3.4	4.9	3.8	3.6	2.1	2.8	3.1	5.19	-
488	(c) Full-time	X	17.5	15.8	12.2	3.0	9.4	7.8	16.1	39.79	+++ (.0000)
489	(d) Work-study	X	3.1	2.1	1.3	1.8	1.7	1.8	0.5	8.47	-
491	Job related to major field	Yes	76.7	79.1	52.2	25.0	60.0	61.7	78.4	71.85	+++ (.0000)
492	Rate placement office effort to attract company recruiters										
	(a) Excellent	X	17.9	16.4	12.0	10.3	12.4	11.3	13.8		
	(b) Good	X	57.7	49.1	48.1	37.4	44.4	55.3	46.2	62.93	+++ (.0000)
	(c) Fair	X	21.2	28.7	31.1	43.9	33.7	27.7	30.3		
	(d) Poor	X	3.3	5.8	8.9	8.4	9.6	5.7	9.7		
493	Rate placement office success in attracting company recruiters in your field										
	(a) Excellent	X	17.3	18.0	5.6	4.3	10.2	7.6	14.3		
	(b) Good	X	43.9	48.0	24.7	12.2	31.6	27.5	31.2	266.4	+++ (.0000)
	(c) Fair	X	27.2	22.9	38.3	31.3	26.0	29.0	26.6		
	(d) Poor	X	11.6	11.2	31.5	52.2	32.2	35.9	27.9		
494	Importance of placement function as viewed by college officials										
	(a) High	X	39.0	30.8	23.6	18.2	21.4	27.4	29.2		
	(b) Moderate	X	50.7	49.7	51.3	49.7	54.8	54.2	46.2	103.5	+++ (.0000)
	(c) Low	X	9.8	18.0	22.4	28.7	19.0	18.4	22.8		
	(d) None	X	0.5	1.5	2.7	3.5	4.8	0.0	1.8		
495	Are placement activities treated as a major component of the educational process?	Yes	47.9	45.0	35.1	18.3	36.6	37.1	29.3	68.72	+++ (.0000)
496	If NO, do you believe they should be?	Yes	94.1	94.3	93.8	95.4	92.1	92.2	90.8	3.85	-

TABLE 4.2-3. (Cont.)

VAR.	QUESTION	ANS.	% Response EDUCATION	BUSINESS & MGMT.	SOCIAL SCIENCE	PSYCHOLOGY	BIOLOGY	LETTERS & ARTS	PHYSICAL SCIENCE	X^2	SIG.	
497	Rate the ability of the placement office to provide career counseling											
	(a) Excellent	X	13.8	10.0	7.7	7.4	9.5	10.3	7.8			
	(b) Good	X	48.0	44.7	44.4	27.8	43.0	45.8	41.1	41.41	++	(.0013)
	(c) Fair	X	29.5	33.2	32.9	45.4	35.2	30.3	38.3			
	(d) Poor	X	8.7	12.1	15.0	19.4	12.3	13.5	12.8			
498	Rate the ability of the placement office to provide job placement counseling											
	(a) Excellent	X	12.7	8.0	7.6	5.3	7.5	8.6	7.4			
	(b) Good	X	49.9	44.5	42.2	33.6	43.4	43.4	45.6	41.87	++	(.0012)
	(c) Fair	X	28.1	35.9	34.4	44.2	38.2	33.6	31.6			
	(d) Poor	X	9.3	11.6	15.8	16.8	11.0	14.5	15.4			
	If the placement office has not been adequate for you, to what do you attribute deficiency?											
499	(a) Inadequate staff	X	18.3	20.1	20.9	17.4	18.9	19.8	17.1	2.62	-	
500	(b) Lack of counseling experience	X	9.4	10.0	9.3	7.3	9.0	10.1	7.3	2.03	-	
501	(c) Insufficient contact with work world	X	16.0	22.6	25.8	27.5	22.7	20.7	28.5	27.93	+++	(.0001)
502	(d) Staff disinterest	X	7.3	7.9	8.0	12.0	6.9	10.6	4.7	9.42	-	
	How do you think you will most likely obtain your first job after graduating?											
504	(a) Own efforts	X	62.4	55.8	65.3	74.3	62.2	67.3	66.8	26.77	+++	(.0002)
505	(b) Placement office	X	25.1	22.6	12.2	6.6	11.6	12.9	25.9	76.87	+++	(.0000)
506	(c) Instructor's assistance	X	10.2	6.9	10.3	12.6	15.9	8.8	17.6	27.32	+++	(.0001)
507	(d) Relative's assistance	X	10.2	9.2	13.1	13.8	15.0	12.4	10.4	9.83	-	
508	(e) Friend's assistance	X	14.5	12.0	14.9	15.6	11.6	12.9	10.9	5.26	-	

Significance Code:

- - = Not significant.
- + = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

Psychology majors were helped the least by placement office efforts and also gave the placement office the lowest ratings for providing career and placement counseling and also for attracting company recruiters. Not surprisingly, over 74% of the Psychology majors (the highest for any group) also felt, as a group, that their first job would probably have to come by means of their own efforts.

4.2.3 Analysis of Student Responses - Black vs. White Students

An analysis was made to determine if there were significant differences between the opinions of black students and their white counterparts. There were two types of analyses made. One analysis was based on taking the student responses from all 30 colleges and separating them into black students and white students. The second type of analysis was made by comparing the responses of black students at white colleges with the responses of white students at white colleges in order to determine if significant differences exist.

4.2.3.1 Findings Related to All Black Students Compared to All White Students

As can be seen in Table 4.2-4, the black vs. white student comparisons were very highly significant for almost all of the questions in the questionnaire.

By way of summary, white students were significantly more critical of the placement office operation. Not only did they give significantly lower ratings for overall effectiveness, but also in the following specific areas:

TABLE 4.2-4. ANALYSIS OF STUDENT RESPONSES - BLACK VS. WHITE STUDENTS

VAR.	QUESTION	ANS.	% Response BLACK	% Response WHITE	X^2	SIG.
405	Accept job in another state?	Yes	85.8	78.3	17.92	+++ (.0000)
409	Aware of placement office?	Yes	97.1	94.3	10.87	+++ (.001)
	How you became aware of placement office?					
410	(a) school orientation	X*	48.1	37.4	26.67	+++ (.0000)
411	(b) own initiative	X	27.0	15.9	13.74	+++ (.0002)
412	(c) from fellow students	X	26.8	29.6	2.20	-
414	How familiar with placement office?	Very	29.2	16.9		
		Mod.	54.9	53.0	86.53	+++ (.0000)
		Not	15.9	30.1		
415	Ever used placement office?	Yes	62.4	52.8	21.54	+++ (.0000)
416	(a) career planning counseling	X	15.5	8.1	29.35	+++ (.0000)
417	(b) interview counseling	X	23.9	14.4	33.67	+++ (.0000)
418	(c) job placement counseling	X	23.6	15.9	21.38	+++ (.0000)
419	(d) assistance with resume	X	19.6	21.5	1.15	-
420	(e) employer interviews	X	35.9	27.3	19.62	+++ (.0000)
422	Number of job interviews from placement office	0	36.3	52.5		
		1-2	21.4	24.2		
		3-5	19.1	14.2	84.17	+++ (.0000)
		6-10	13.8	6.7		
		11+	9.4	2.4		
	Interviewed in what year					
423	(a) freshman	X	3.9	1.0	19.71	+++ (.0000)
424	(b) sophomore	X	8.5	1.2	62.39	+++ (.0000)
425	(c) junior	X	18.4	3.0	138.6	+++ (.0000)
426	(d) senior	X	45.4	29.3	64.47	+++ (.0000)
427	Career counseling from instructors	X	53.8	51.7	0.95	-
428	Career counseling from college administrators	X	13.3	9.0	10.31	++ (.0013)
430	Compare this counseling with career counseling received from placement office	Better	28.4	40.5		
		Same	66.8	52.4	20.62	+++ (.0001)
		Worse	4.8	7.0		
431	Placement counseling /instructors	X	34.5	27.1	15.09	+++ (.0001)
432	Placement counseling /college administrators	X	12.9	5.8	33.43	+++ (.0000)
434	Compare this counseling with placement counseling received from placement office	Better	26.2	45.4		
		Same	70.1	48.2	36.74	+++ (.0000)
		Worse	3.7	6.4		
435	Counseling from sources other than placement office aided in finding job	Yes	58.3	48.3	7.34	++ (.007)
436	Have or will have job by 6/75 (compared to 9/75)	Yes	67.3	72.1	2.52	-
	Type of job					
437	(a) summer	X	10.5	15.1	10.97	+++ (.0009)
438	(b) part-time	X	7.0	10.1	6.84	++ (.009)
439	(c) work-study	X	2.9	1.0	10.13	++ (.0015)
440	(d) Co-op	X	1.7	0.0	17.24	+++ (.0000)
441	(e) full-time	X	33.6	28.8	5.92	+ (.015)
443	Job related to major field	Yes	67.8	63.4	2.39	-
444	Grade level college major decided on	1-8	10.4	6.6		
		9-10	8.6	5.6		
		11-12	25.9	15.4		
		Coll. 1	27.7	28.8	89.54	+++ (.0000)
		Coll. 2	19.4	27.9		
		Coll. 3	7.2	14.1		
		Coll. 4	0.8	1.6		

TABLE 4.2-4. (Cont.)

VAR.	QUESTION	ANS.	% Response BLACK	% Response WHITE	X^2	SIG.
445	Most important factor in deciding career					
	(a) Own efforts	X*	92.9	99.3		
	(b) Placement office	X	2.1	0.3		
	(c) Recruiting personnel	X	2.4	0.3	51.70	+++ (.0000)
	(d) State Employment Service	X	1.5	0.0		
	(e) Private employment agency	X	1.0	0.1		
446	Courses patterned toward career goal	Yes	91.2	89.9	1.03	-
447	Relevancy of courses to career field					
	(a) Excellent	X	22.8	27.1		
	(b) Good	X	57.0	47.3	21.72	+++ (.0001)
	(c) Fair	X	17.1	22.0		
	(d) Poor	X	3.2	3.6		
	How placement office disperses information					
448	(a) Bulletin board	X	75.9	63.0	45.8	+++ (.0000)
449	(b) School paper	X	27.9	30.1	1.32	-
450	(c) Phone calls	X	7.2	5.5	2.35	-
451	(d) By mail	X	36.2	35.3	0.20	-
453	Placement office adequately informs students	Yes	70.0	61.8	15.11	+++ (.0001)
454	Overall current placement office effectiveness					
	(a) Outstanding	X	7.1	5.1		
	(b) Very good	X	45.2	41.3		
	(c) Mediocre	X	32.3	37.4	17.91	++ (.0013)
	(d) Fair	X	11.9	9.9		
	(e) Poor	X	3.5	6.3		
467	Aware of present demand in field	Yes	82.3	85.2	3.41	(.065)
	How YES information obtained					
468	(a) Placement office	X	18.6	13.1	12.72	+++ (.0004)
469	(b) Instructors	X	47.4	49.6	1.03	-
470	(c) Recruiters	X	28.5	14.9	62.5	+++ (.0000)
474	Aware of future employment projections in field	Yes	72.6	71.7	0.18	-
	How YES information obtained					
475	(a) Placement office	X	17.8	8.1	47.18	+++ (.0000)
476	(b) Instructors	X	42.0	42.6	0.05	-
477	(c) Recruiters	X	25.5	10.2	91.9	+++ (.0000)
479	Aware of starting salaries in field	Yes	75.7	79.3	3.99	+ (.046)
	How YES information obtained					
480	(a) Placement office	X	15.6	8.3	28.9	+++ (.0000)
481	(b) Instructors	X	33.6	31.6	0.95	-
482	(c) Recruiters	X	31.2	19.8	39.0	+++ (.0000)
484	Placement office actively searched for a job for you	Yes	17.9	8.7	36.9	+++ (.0000)
485	Placement office instrumental in finding job for you	Yes	26.2	13.6	47.9	+++ (.0000)
	If YES, kind of job					
486	(a) Summer	X	5.6	2.1	19.05	+++ (.0000)
487	(b) Part-time	X	4.4	3.5	1.14	-
488	(c) Full-time	X	17.1	11.3	15.67	+++ (.0000)
489	(d) Work-study	X	2.8	1.1	8.34	++ (.004)
491	Job related to major field	Yes	69.9	65.7	1.07	-
492	Rate placement office effort to attract company recruiters					
	(a) Excellent	X	18.9	11.0		
	(b) Good	X	52.4	45.8		
	(c) Fair	X	24.1	34.8	49.2	+++ (.0000)
	(d) Poor	X	4.5	8.4		
493	Rate placement office success in attracting company recruiters in your field					
	(a) Excellent	X	16.6	10.6		
	(b) Good	X	39.5	29.5		
	(c) Fair	X	29.1	29.2	74.9	+++ (.0000)
	(d) Poor	X	14.8	30.8		

TABLE 4.2-4. (Cont.)

VAR.	QUESTION	ANS.	% Response BLACK	% Response WHITE	X^2	SIG.
494	Importance of placement function as viewed by college officials					
	(a) High	X*	34.4	24.3		
	(b) Moderate	X	51.2	51.0	46.7	+++ (.0000)
	(c) Low	X	13.1	23.0		
	(d) None	X	1.3	1.8		
495	Are placement activities treated as a major component of the educational process?	Yes	45.1	26.9	75.7	+++ (.0000)
496	If NO, do you believe they should be?	Yes	94.7	91.8	4.52	+ (.033)
497	Rate the ability of the placement office to provide career counseling					
	(a) Excellent	X	12.5	9.0		
	(b) Good	X	46.6	41.0	27.3	+++ (.0000)
	(c) Fair	X	32.3	34.2		
	(d) Poor	X	8.6	15.8		
498	Rate the ability of the placement office to provide job placement counseling					
	(a) Excellent	X	10.3	8.3		
	(b) Good	X	48.4	42.9	19.3	+++ (.0002)
	(c) Fair	X	32.6	34.1		
	(d) Poor	X	8.6	14.8		
	If the placement office has not been adequate for you to what do you attribute deficiency?					
499	(a) Inadequate staff	X	21.7	16.2	11.12	+++ (.0009)
500	(b) Lack of counseling experience	X	10.5	6.6	10.64	++ (.0011)
501	(c) Insufficient contact with work world	X	23.6	20.6	2.83	(.092)
502	(d) Staff disinterest	X	7.9	7.2	0.28	-
	How do you think you will most likely obtain your first job after graduating?					
504	(a) Own efforts	X	69.0	76.9	18.01	+++ (.0000)
505	(b) Placement office	X	26.5	17.2	28.78	+++ (.0000)
506	(c) Instructor's assistance	X	12.6	12.1	0.10	-
507	(d) Relative's assistance	X	14.3	12.2	1.91	-
508	(e) Friend's assistance	X	16.2	15.3	0.31	-

*X indicates item checked

Significance Code:

- = Not significant.
+ = Significant at 95% confidence level.
++ = Significant at 99% confidence level.
+++ = Significant at 99.9% confidence level.

- adequately informing students of openings;
- attracting company recruiters (both in general and in specific field); and
- ability to provide both career and job placement counseling.

Black students were somewhat more aware of the placement office and almost twice as many black students stated that they became aware of the placement office by their own initiative.

Significantly more blacks made use of the placement office in all categories except resume assistance.

They received significantly more job interviews than white students throughout all four college years and were more willing, as a group, to accept out-of-state employment.

Although black students also received more career and job placement counseling from instructors and college administrators, white students, however, felt more strongly that these forms of non-placement counseling were better.

As a group, black students decided their college major much earlier than white students. White students' career decision was almost 100% (99.3) based on their own efforts, whereas more than 7% of the black students had outside assistance. White students also felt that their courses were more relevant to their career field.

Significantly more black students felt that their first job would come through placement office efforts, while more white students felt it would come through their own efforts.

Black students, at a significantly higher rate, felt that placement activities were regarded as being high in importance by college officials. Almost twice as many black students (45% to 27%) felt that placement activities were being treated as a major component of the educational process.

4.2.3.2 Findings Related to Black Students at White Colleges vs. White Students at White Colleges

As an attempt to isolate the comparison of black vs. white students independent of black vs. white colleges, an analysis was made of black vs. white students within the white colleges only. This was selected since there were considerably more black students attending white colleges. (There were simply too few white students on black campuses to provide any real statistical validity.)

This analysis is provided in Table 4.2-5 and it tends to reveal far fewer basic differences between black and white students than the foregoing analysis. Although a high degree of statistical significance was not available because of the smaller sample sizes, nevertheless, an overall pattern of decreased black student satisfaction with the white college placement office would appear to be evident.

Within the white campuses, it was the black students who were somewhat more critical of the placement office operation, a complete switch over the total sample.

This indicates that the group most satisfied with the placement office was black students on black campuses. The white students on white campuses were considerably less happy with their placement office operation, however, the black students attending the white colleges were the most dissatisfied group.

Also, the percentage of placement office usage on the white campus was approximately equal between black and white students which indicates that the former predominance of black student usage only holds true for black colleges.

Also, only slightly over half of black students stated that jobs obtained through the placement office were related to their major field, down from almost 70% for the overall black student sample.

TABLE 4.2-5. ANALYSIS OF STUDENT RESPONSES - BLACK VS. WHITE STUDENTS WITHIN WHITE COLLEGES

VAR.	QUESTION	ANS.	% Response BLACK	% Response WHITE	X^2	SIG.	
415	Ever used placement office?	Yes	53.6	53.0	0.00	-	
416	(a) career planning counseling	X*	11.1	8.3	0.39	-	
417	(b) interview counseling	X	11.1	14.4	0.37	-	
418	(c) job placement counseling	X	20.8	16.1	0.80	-	
419	(d) assistance with resume	X	12.5	21.6	2.84		(.092)
420	(e) employer interviews	X	23.6	27.4	0.32	-	
427	Career counseling from instructors	X	43.1	51.8	1.74	-	
428	Career counseling from administrators	X	8.3	8.9	0.00	-	
430	Compare this counseling with career counseling received from placement office	Better	55.6	40.4			
		Same	37.0	52.5	2.56	-	
		Worse	7.4	7.1			
431	Placement counseling/instructors	X	37.5	27.0	3.19		(.074)
434	Compare this counseling with placement counseling received from placement office	Better	34.8	45.1			
		Same	60.9	48.4	1.34		
		Worse	4.3	6.5			
445	Most important factor in deciding career						
	(a) Own efforts	X	94.6	99.2			
	(b) Placement office	X	0.0	0.3		-	
	(c) Recruiting personnel	X	5.4	0.3			
	(d) State Employment Service	X	0.0	0.0		-	
	(e) Private employment agency	X	0.0	0.1		-	
454	Overall current placement office effectiveness						
	(a) Outstanding	X	3.5	5.2			
	(b) Very good	X	31.6	41.2			
	(c) Mediocre	X	50.9	37.4	4.77	-	
	(d) Fair	X	10.5	9.9			
	(e) Poor	X	3.5	6.3			
485	Placement office instrumental in finding job for you	Yes	15.1	13.8	0.00	-	
491	Job related to major field	Yes	52.9	65.4	0.61	-	

*X indicates item checked

4.2.4 Analysis of Responses for Students vs. Alumni

4.2.4.1 General

The recent alumni of the thirty survey colleges were used as a comparison group with the 1975 graduating seniors. The main purpose of this analysis was to determine if alumni, having been out of college for one year and presumably working in the labor market, would have the same opinions as the students, or would their opinions differ significantly as a result of their experiences. In order to perform this analysis, the student responses from all thirty colleges were grouped together, the alumni responses from all thirty colleges were grouped together, and the two groups of responses were compared. The results are presented in the section that follows.

4.2.4.2 Specific Findings

The alumni, as a group, were significantly more critical than the students of the placement office operation, in most capacities. Not only did they rate the overall placement office effectiveness and both career and job placement counseling ability significantly lower, but also felt that the placement office was significantly more deficient in the following areas:

- students not adequately informed of job openings;
- placement office unaware of present job demand in major field; and
- placement office efforts to attract recruiters are inadequate.

The major factor cited for these deficiencies was "insufficient contact with the work world."

Certain findings were derived with regard to the general relationship between the students and the placement office and the relationship between alumni and the placement office. These can be seen as follows:

- More alumni reported having used the placement office, however, students reported a greater number of job interviews obtained.
- Significantly more students reported having had job interviews as freshmen and sophomores. Alumni reported having had more interviews as seniors.
- Alumni reported having had more career and placement counseling from instructors than students and also reported this counseling to be of higher quality than that received from the placement office.
- More alumni reported that the placement office had actively searched for a job for them, however, a significantly higher percentage of students reported success. Also, students reported a higher percentage of the job offers had been in their career field.

The students felt that their courses were more relevant to their career field than did the alumni and also were more willing to leave the state in accepting a job.

Detailed question-by-question statistical comparisons are provided in Table 4.2-6.

TABLE 4.2-6. ANALYSIS OF RESPONSES FOR STUDENTS VS. ALUMNI

VAR.	QUESTION	ANS.	% Response STUDENTS	% Response ALUMNI	X^2	SIG.	
405	Accept job in another state?	Yes	82.2	12.7	903.	+++	(.0000)
409	Aware of placement office?	Yes	94.4	93.6	0.58	-	
	How you became aware of placement office?						
410	(a) school orientation	X*	43.6	45.6	0.83	-	
411	(b) interview counseling	X	18.5	16.4	1.48	-	
412	(c) from fellow students	X	27.1	31.1	4.22	+	(.040)
414	How familiar with placement office?	Very	22.0	15.8			
		Mod.	53.6	58.9	12.41	++	(.002)
		Not	24.4	25.3			
415	Ever used placement office?	Yes	54.1	64.0	20.8	+++	(.0000)
416	(a) career planning counseling	X	10.7	10.7	0.00	-	
417	(b) interview counseling	X	18.0	18.8	0.22	-	
418	(c) job placement counseling	X	18.3	19.9	0.74	-	
419	(d) assistance with resume	X	18.3	21.3	3.03		(.082)
420	(e) employer interviews	X	29.6	38.2	18.72	+++	(.0000)
422	Number of job interviews from placement office	0	44.8	54.7			
		1-2	22.9	21.8			
		3-5	16.7	13.2	23.85	+++	(.0001)
		6-10	9.9	6.4			
		11+	5.8	3.9			
	Interviewed in what year						
423	(a) freshman	X	2.3	0.4	9.20	++	(.0002)
424	(b) sophomore	X	5.0	1.3	16.74	+++	(.0000)
425	(c) junior	X	11.1	8.9	2.49	-	
426	(d) senior	X	34.8	45.0	24.06	+++	(.0000)
427	Career counseling from instructors	X	53.0	59.4	8.90	++	(.003)
428	Career counseling from administrators	X	11.0	9.2	.63	-	
430	Compare this counseling with career counseling received from placement office	Better	33.6	48.9			
		Same	60.7	48.3	27.77	+++	(.0000)
		Worse	5.7	2.8			
431	Placement counseling/instructors	X	31.7	39.0	12.84	+++	(.0003)
432	Placement counseling/college administrators	X	9.4	8.4	.54	-	
434	Compare this counseling with placement counseling received from placement office	Better	33.4	45.8			
		Same	62.4	50.5	14.18	+++	(.0008)
		Worse	4.2	3.6			
435	Counseling from sources other than placement office aided in finding job	Yes	47.0	43.1	1.27	-	
444	Grade level college major decided on	1-8	8.7	5.2			
		9-10	7.0	8.0			
		11-12	21.3	14.5			
		Coll. 1	27.2	32.1	32.79	+++	(.0000)
		Coll. 2	22.7	28.1			
		Coll. 3	11.3	11.3			
		Coll. 4	1.8	0.8			
445	Most important factor in deciding career						
	(a) Own efforts	X	95.8	96.4			
	(b) Placement office	X	1.2	1.0			
	(c) Recruiting personnel	X	1.5	1.5	0.89	-	
	(d) State Employment Service	X	.8	.5			
	(e) Private employment agency	X	.7	.6			

*X indicates item checked

TABLE 4.2-6. (Cont.)

VAR.	QUESTION	ANS.	% Response STUDENTS	% Response ALUMNI	X^2	SIG.	
446	Courses patterned toward career goal	Yes	90.7	89.2	1.19	-	
447	Relevancy of courses to career field						
	(a) Excellent	X	25.0	26.0			
	(b) Good	X	53.0	48.3	11.47	++	(.0095)
	(c) Fair	X	18.3	19.4			
	(d) Poor	X	3.6	6.3			
	How placement office disperses information						
448	(a) Bulletin board	X	69.0	75.9	12.15	+++	(.0005)
449	(b) School paper	X	28.4	31.9	3.16		(.076)
450	(c) Phone calls	X	6.0	8.1	4.03	+	(.045)
451	(d) By mail	X	34.3	41.9	13.46	+++	(.0002)
453	Placement office adequately informs students	Yes	65.4	56.5	15.95	+++	(.0001)
454	Overall current placement office effectiveness						
	(a) Outstanding	X	5.7	4.8			
	(b) Very good	X	42.7	38.0			
	(c) Mediocre	X	35.0	32.2	46.33	+++	(.0000)
	(d) Fair	X	11.3	11.8			
	(e) Poor	X	5.4	13.2			
467	Aware of present demand in field	Yes	83.1	77.1	12.49	+++	(.0004)
	How YES information obtained						
468	(a) Placement office	X	15.0	18.7	5.22	+	(.022)
469	(b) Instructors	X	48.8	54.2	6.03	+	(.014)
470	(c) Recruiters	X	20.6	17.0	4.07	+	(.044)
474	Aware of future employment projections in field	Yes	71.5	72.3	0.14	-	
	How YES information obtained						
475	(a) Placement office	X	12.2	17.6	13.81	+++	(.0002)
476	(b) Instructors	X	42.7	45.8	2.04	-	
477	(c) Recruiters	X	17.4	14.1	4.11	+	(.043)
479	Aware of starting salaries in field	Yes	76.7	75.2	0.63	-	
	How YES information obtained						
480	(a) Placement office	X	11.3	16.4	12.78	+++	(.0004)
481	(b) Instructors	X	33.4	31.0	1.31	-	
482	(c) Recruiters	X	24.2	19.6	6.23	+	(.013)
484	Placement office actively searched for a job for you	Yes	12.8	18.2	11.83	+++	(.0006)
485	Placement office instrumental in finding job for you	Yes	19.2	15.1	5.21	+	(.022)
491	Job related to major field	Yes	68.0	50.0	15.53	+++	(.0001)
492	Rate placement office effort to attract company recruiters						
	(a) Excellent	X	14.3	13.3			
	(b) Good	X	49.8	37.8	63.93	+++	(.0000)
	(c) Fair	X	29.2	32.4			
	(d) Poor	X	6.6	16.5			
493	Rate placement office success in attracting company recruiters in your field						
	(a) Excellent	X	13.0	9.3			
	(b) Good	X	35.7	28.5	30.78	+++	(.0000)
	(c) Fair	X	29.1	29.3			
	(d) Poor	X	22.2	32.9			

TABLE 4.2-6. (Cont.)

VAR.	QUESTION	ANS.	% Response STUDENTS	% Response ALUMNI	X^2	SIG.	
494	Importance of placement function as viewed by college officials						
	(a) High	X	29.6	22.4			
	(b) Moderate	X	50.7	44.4	64.73	+++	(.0000)
	(c) Low	X	18.0	27.6			
	(d) None	X	1.7	5.6			
495	Are placement activities treated as a major component of the educational process?	Yes	40.5	40.4	.000	-	
496	If NO, do you believe they should be?	Yes	93.2	94.7	0.92	-	
497	Rate the ability of the placement office to provide career counseling						
	(a) Excellent	X	10.0	6.9			
	(b) Good	X	44.2	32.4	75.6	+++	(.0000)
	(c) Fair	X	33.5	33.8			
	(d) Poor	X	12.3	26.9			
498	Rate the ability of the placement office to provide job placement counseling						
	(a) Excellent	X	8.9	8.5			
	(b) Good	X	44.3	33.3	48.63	+++	(.0000)
	(c) Fair	X	34.1	34.1			
	(d) Poor	X	12.6	24.1			
	If the placement office has not been adequate for you to what do you attribute deficiency?						
499	(a) Inadequate staff	X	19.0	22.5	4.02	+	(.045)
500	(b) Lack of counseling experience	X	9.2	11.4	2.72		(.099)
501	(c) Insufficient contact with work world	X	22.4	27.3	6.86	++	(.009)
502	(d) Staff disinterest	X	8.0	11.3	7.01	++	(.008)

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

4.3 PLACEMENT OFFICE STAFF ANALYSIS - SIZE AS INDEPENDENT VARIABLE

It was considered that the size of the placement staff available to carry out placement activities should be a determinant of the effectiveness of the placement offices. The range of the staff sizes for the black colleges varied from two at several colleges to nine at one college. The range of the staff sizes for the white colleges varied from one person at one college to five people at another college. An analysis was made to determine if the difference in staff sizes between the black colleges and the white colleges was significant. The difference was not significant, therefore, the two groups of colleges were combined for the purpose of this analysis.

The combined group of colleges was partitioned into three groups: small, medium, and large. A small staff was defined as one with one or two members; a medium size staff, one with three or four members; and a large staff was defined as one with five or more members. (Secretaries were included in the numbers for staff size.) The responses to four questionnaire types were analyzed to determine the effect of staff size on the responses given. These can be seen in the subsections that follow.

4.3.1 Analysis of Faculty Responses

The most significant result found was that colleges with the largest placement office staffs made significantly less faculty referrals of students to employers (in fact, less than half as many). The faculties of schools with the smallest placement office staffs felt the strongest responsibility for finding jobs for students (92.9% compared to 85.9% and 78.7% for faculties of schools with medium and small placement office staffs, respectively). Also, faculties of schools with a small placement office staff expressed, at a significantly higher rate, that the importance of the placement function, as viewed by college administrators, was low to moderate.

At the colleges with large placement office staffs, the faculty stated, at a significantly higher rate, that more student counseling would be the most effective way they could increase their efforts. However, it was actually the faculties at colleges with a large placement office staff who expressed significantly more high involvement in aiding students, 63.3% compared to only 41.1% and 30.5% for schools with small and medium placement office staffs. The complete tabulation of results is given in Table 4.3-1.

4.3.2 Analysis of Non-Placement Administrators' Responses

Only one comparison was statistically significant in this analysis. At schools with a large placement office staff, the non-placement administrators stated, at a much lower frequency, that they have a feedback procedure for follow-up of students after graduation. (Only 14.3% of schools with large staffs compared to 61.9% and 77.8% of schools where the placement office staff is small or medium-sized, reported having feedback procedures.) Table 4.3-2 presents the overall tabulation.

4.3.3 Analysis of Placement Office Staff Responses

Again, only one comparison was significant. 40% of the large placement office staffs reported employing a follow-up questionnaire for graduates 1-3 years after placement, compared to none for each of the other two groups. This is a very interesting result, indeed, in view of the just reported responses by non-placement office administrators. It should be noted that the non-placement administrators interviewed were only those to whom the placement directors reported. Complete tabulation is presented in Table 4.3-3.

TABLE 4.3-1. FACULTY ANALYSIS - PLACEMENT OFFICE STAFF SIZE AS INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response 1-2	3-4	5+	x^2	SIG.	
305	Does your department have formal placement service for students?	Yes	23.0	26.9	28.3	0.66	-	
307	Does faculty play active role in the department's efforts?	Yes	78.9	93.5	82.8	3.18	-	
308	Does faculty have responsibility to help students find jobs?	Yes	92.9	85.9	78.7	6.99	+	(.030)
	If YES, which of the following would be most effective?							
309	(a) More counseling	X*	46.5	26.9	55.1	10.67	++	(.005)
310	(b) More employer contacts	X	44.1	34.3	46.9	2.34	-	
311	(c) More involvement with placement office	X	23.6	16.4	30.6	3.27	-	
312	(d) Career-Day programs	X	13.4	23.9	24.5	4.65	-	(.098)
314	Do you ever help students to find jobs?	Yes	94.4	92.3	89.6	1.25	-	
	If YES, how?							
315	(a) Counseling	X	63.8	67.2	51.0	3.44	-	
316	(b) Employer referrals	X	74.0	70.1	53.1	7.31	+	(.026)
318	How involved in aiding students?							
	(a) High	X	41.1	30.6	63.3			
	(b) Moderate	X	34.7	38.7	14.3	13.92	++	(.008)
	(c) Low	X	24.2	30.6	22.4			
319	To what extent is career aspect of field stressed in your classes?							
	(a) High	X	50.0	50.0	58.7			
	(b) Moderate	X	20.8	18.8	17.4			
	(c) Light	X	20.0	25.0	17.4	2.18	-	
	(d) Not covered	X	9.2	6.3	6.5			
335	Ever call employers on student behalf?	Yes	74.6	70.5	70.2	0.51	-	
336	If YES, with what frequency?							
	(a) High	X	18.9	20.5	16.7			
	(b) Moderate	X	34.7	34.1	37.3	0.87	-	
	(c) Low	X	46.3	45.5	40.0			
337	With what frequency do students seek placement counseling from faculty?							
	(a) High	X	43.8	32.8	41.3			
	(b) Medium	X	35.5	34.5	26.1	5.20	-	
	(c) Low	X	20.7	32.8	32.6			
338	Do you follow-up on students you have assisted in getting jobs?	Yes	58.5	58.6	70.7	2.08	-	
340	How extensive are your employer contacts?							
	(a) Limited to local area	X	40.2	40.7	35.1			
	(b) Extend throughout country	X	26.2	20.4	48.6	10.66	+	(.031)
	(c) Include out-of-state employers	X	33.6	38.9	16.2			
342	With what frequency do employers contact you?							
	(a) High	X	18.7	27.9	29.3			
	(b) Medium	X	25.2	19.7	24.4			
	(c) Low	X	44.7	41.0	29.3	5.51	-	
	(d) Not at all	X	11.4	11.5	17.1			
	If called, how handled?							
343	(a) Refer student to employer	X	60.6	65.7	28.6	18.55	+++	(.0001)
344	(b) Refer employer to placement office	X	23.0	25.4	14.3	2.23	-	

*X indicates item checked

TABLE 4.3-1. (Cont.)

VAR.	QUESTION	ANS.	% Response 1-2	3-4	5+	X^2	SIG.	
346	To what extent do professional faculty associations assist in placing students?							
	(a) High assistance	X	13.7	4.0	26.2			
	(b) Moderate assistance	X	19.7	22.0	11.9	11.29	-	(.080)
	(c) Low assistance	X	28.2	38.0	23.8			
	(d) No assistance	X	38.5	36.0	38.1			
347	Does department have active alumni association?	Yes	63.6	66.7	73.2	1.25	-	
348	If YES, does it have active placement function?	Yes	15.1	8.7	25.9	2.83	-	
351	How familiar are you with the placement operation?							
	(a) High familiarity	X	50.4	40.0	48.9			
	(b) Medium familiarity	X	34.4	27.7	40.4	12.22	-	(.057)
	(c) Low familiarity	X	14.4	27.7	8.5			
	(d) Not familiar	X	0.8	4.6	2.1			
352	How frequent are your placement office contacts?							
	(a) High frequency	X	43.7	36.5	37.8			
	(b) Medium frequency	X	28.6	25.4	35.6	3.82	-	
	(c) Low frequency	X	23.0	31.7	24.4			
	(d) None	X	4.8	6.3	2.2			
353	Does placement office provide you with current employment data?	Yes	69.2	79.7	60.5	4.78	-	(.092)
354	How important is the placement function as viewed by college administration?							
	(a) High importance	X	49.1	67.3	72.1			
	(b) Moderate importance	X	35.8	16.4	23.3	12.78	+	(.047)
	(c) Low importance	X	13.2	12.7	4.7			
	(d) No importance	X	1.9	3.6	0.0			
355	Rate overall placement office effectiveness							
	(a) Outstanding	X	20.0	20.8	13.2			
	(b) Very good	X	46.0	49.1	55.3			
	(c) Mediocre	X	26.0	17.0	18.4	6.92	-	
	(d) Fair	X	3.0	5.7	10.5			
	(e) Poor	X	5.0	7.5	2.6			
356	Rate placement office effectiveness in placing students							
	(a) Excellent	X	26.7	39.1	33.3			
	(b) Good	X	48.9	37.0	42.4	6.26	-	
	(c) Fair	X	20.0	13.0	21.2			
	(d) Poor	X	4.4	10.9	3.0			
357	Is there a difference in placement services for black/white students?	Yes	8.8	15.8	6.9	1.85	-	
359	Do faculty members utilize placement office services?	Yes	11.4	19.6	12.1	1.88	-	

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

TABLE 4.3-2. NON-PLACEMENT ADMINISTRATOR ANALYSIS - PLACEMENT OFFICE STAFF SIZE AS INDEPENDENT VARIABLE

TABLE .BLE

VAR.	QUESTION	ANS.	% Response 1-2 SMALL	3-4 MEDIUM	5+ LARGE	X^2	SIG.	
207	Is current placement office budget adequate?	Yes	47.6	35.7	20.0	1.45	-	
208	Should placement office provide additional services?	Yes	63.6	92.9	57.1	4.56	-	
209	Are there problem areas encountered by the placement office which hinder the placement of students?	Yes	53.8	64.3	57.1	0.41	-	
210	Rate the placement function to other factors in the total college educational process							
	(a) Most important	X*	19.2	12.5	14.3			
	(b) Very important	X	34.6	31.3	42.9	5.24	-	
	(c) Equally important	X	42.3	37.5	14.3			
	(d) Low importance	X	3.8	18.8	28.6			
211	Job records on graduates kept by area of specialization	Yes	59.1	40.0	40.0	1.30	-	
212	Procedure for feedback from graduates after they enter job market	Yes	61.9	77.8	14.3	6.99	+	(.030)
213	Procedure for gathering info from employers who hired graduates	Yes	36.8	75.0	66.7	3.96	-	
214	How involved are you in assisting students to find jobs?							
	(a) Deep involvement	X	19.2	11.8	0.0			
	(b) Moderate involvement	X	19.2	35.3	42.9	3.36	-	
	(c) Occasional involvement	X	42.3	35.3	42.9			
	(d) Not involved	X	19.2	17.6	14.3			
	If involved, which form(s) does it take?							
215	(a) Direct counseling	X	44.4	35.3	25.0	1.09	-	
216	(b) Involvement with placement office	X	33.3	23.5	12.5	1.51	-	
217	(c) Soliciting prospective employers	X	29.6	23.5	12.5	0.99	-	
218	(d) Involvement with alumni groups	X	18.5	11.8	12.5	0.43	-	
220	How well is the placement office doing in placing graduates in jobs?							
	(a) Outstanding; almost all placed	X	31.8	18.2	20.0			
	(b) Very good; high degree of success	X	22.7	54.5	40.0	10.63	-	
	(c) O.K.; much improvement needed	X	45.5	9.1	40.0			
	(d) Fair; not effective at present	X	0.0	18.2	0.0			
221	What is the overall effectiveness of the placement office?							
	(a) Outstanding	X	27.3	40.0	20.0			
	(b) Very good	X	22.7	40.0	80.0	9.77	-	
	(c) Mediocre	X	45.5	10.0	0.0			
	(d) Only fair	X	4.5	10.0	0.0			

*X indicates item checked

TABLE 4.3-3. PLACEMENT OFFICE STAFF - STAFF SIZE AS INDEPENDENT VARIABLE

QUESTIONS*	ANS.	% Response 1-2	3-4	5+	X^2	SIG.
11. What is nature of contact between placement office and students?	Formal	62	60	100	1.16	-
12. What is average number of contacts between student and placement office in placing student in a job?	1-3	44	25	33	0.71	-
15. Does college have a career counseling service separate from the placement office?	Yes	50	56	67	0.47	-
16. Do you provide special services for black students? For white students?	Yes	7	11	33	2.50	-
17. Are you aware of faculty members involved in career counseling and/or assisting students in finding jobs?	Yes	85	75	100	1.70	-
20. Do you think it beneficial to have faculty involved in career counseling and job placement?	Yes	93	100	100	1.03	-
21. If YES, do you have a program for involving faculty in placement?	Yes	36	33	40	0.06	-
24. Do you have adequate facilities for the various placement office functions, such as Career Day activities, visiting recruiter activities?	Yes	50	33	50	0.68	-
25. How would you classify the response from employers in supplying the following services?						
(a) Job information	Excellent	36	50	50	0.58	-
(b) On-campus recruiters	Excellent	29	38	33	0.19	-
(c) Participation in Career-Day activities	Excellent	50	29	50	0.88	-
26. Are you experiencing budget limitations that affect the placement office's ability to contact employers --such as printing or communication costs--and funds for attending meetings and purchasing publications?	Yes	57	62	17	3.45	-
27. Does budget provide for adequate staff to carry out activities of the placement office?	Yes	33	11	50	2.75	-
28. Is your geographic location, with respect to the distance to major employment centers, a significant factor in your ability to place students in jobs?	Yes	60	33	50	1.60	-
29. Is academic reputation of college an important factor in ability to place students in jobs?	Yes	93	75	100	2.76	-
30. Does the importance of academic reputation hold true for all majors?	Yes	73	67	100	1.98	-
31. What effect does the size of your college have on your ability to place students in jobs?	Significant	33	33	67	2.22	-

TABLE 4.3-3. (Cont.)

QUESTIONS*	ANS.	% Response 1-2	3-4	5+	x^2	SIG.	
32. What percent of staff time is devoted to finding jobs in the following categories:							
(a) Part-time	0-25	100	75	100	3.20	-	
(b) Summer jobs	0-25	100	75	100	3.20	-	
(c) Full-time	75-100	58	25	80	2.74	-	
33. Do you keep information on any of the following performance measures?							
(a) Expenditure per student enrolled	Yes	9	0	0	0.86	-	
(b) Expenditure per student counseled	Yes	9	0	0	0.86	-	
(c) Number/percentage of student body using services	Yes	64	60	25	1.84	-	
(d) Ratio of students counseled to students placed	Yes	27	0	0	2.89	-	
(e) Ratio of students interviewed by recruiters to students placed	Yes	55	40	0	3.64	-	
34. Are there instances where you refrain from referring black students/white students to certain employers?	Yes	15	25	33	0.82	-	
35. What procedures are used to follow-up graduates that move into the job market?							
(a) Handout questionnaire to those placed	X**	18	0	20	1.31	-	
(b) Mailed questionnaire to those placed	X	18	0	0	2.20	-	
(c) Mailed questionnaire to all graduates	X	64	83	60	0.89	-	
(d) Follow-up questionnaire 1-3 yrs. after placement	X	0	0	40	7.48	+	(.024)
36. Does your college participate in a Co-op program?	Yes	43	50	67	0.95	-	
38. Specialized placement services (e.g., education or engineering) in addition to general placement office?	Yes	33	22	67	3.21	-	
38a. Are departments organized to work with placement office?	Yes	25	40	50	0.80	-	
39. Do you work with private employment agencies in area?	Yes	15	29	40	1.31	-	
41. Placement office maintains and uses list of prominent alumni who may be called to speak to students?	Yes	31	12	67	4.60	-	
43. What description best fits overall effectiveness of placement office at present?	Very good/ Outstanding	38	62	67	1.82	-	

* All questions numbered as they appeared on questionnaire completed by placement staff

** X indicates items checked

Significance Code:

- = Not significant.
+ = Significant at 95% confidence level.
++ = Significant at 99% confidence level.
+++ = Significant at 99.9% confidence level.

4.3.4 Analysis of Employer Responses

Employers recruiting from colleges with the large placement office staffs reported, at a significantly higher rate, that their criteria for deciding to recruit at a college was based on their satisfaction with employees that they had previously recruited from the college of interest, 50.7% compared to 44.7% and 31.7% for schools with small and medium-sized placement office staffs. Employers using schools with large placement office staffs report significantly higher satisfaction with the placement offices' presentation of their students. A significantly higher percentage of schools with large placement office staffs have requested Career Day speakers (54.5%) compared to only 31.2% and 17.4% for colleges with medium and small placement office staffs, respectively. The statistical comparison tabulations are presented in Table 4.3-4.

4.4 PLACEMENT BUDGET ANALYSIS - SIZE AS INDEPENDENT VARIABLE

An analysis was made to determine if the size of the placement budget was a significant factor in the responses to questions asked of faculty and staff personnel and employers that were interviewed. An analysis was made of the size of the placement budgets as reported by the black colleges surveyed and the white colleges surveyed. The "Mann-Whitney Two-Sample Statistic" was utilized to determine if there was a significant difference in the sizes of the two groups of budgets. The results of this analysis can be seen Table 4.4-1. Since the placement offices' budget sizes were so grossly different between black and white colleges (black colleges had much larger placement budgets), an analysis of the responses to the various questionnaires with size of budget as the independent variable would be statistically confounded if black colleges were combined with white colleges. Thus, the analysis

TABLE 4.3-4. EMPLOYER ANALYSIS - PLACEMENT OFFICE STAFF SIZE AS INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response 1-2	3-4	5+	X^2	SIG.	
604	Motivation for recruiting at college?							
	(a) Invitation by college	X*	20.1	20.7	14.4			
	(b) Policy decision by company	X	64.6	69.5	68.9	3.10	-	
	(c) Difficulty in filling openings	X	15.3	9.8	16.7			
605	Satisfied with placement service	Yes	88.9	86.2	87.1	0.56	-	
606	Rate assistance relative to other colleges at which you recruit							
	(a) Excellent	X	36.2	30.4	31.0			
	(b) Good	X	46.9	51.8	43.4	5.53	-	
	(c) Fair	X	13.6	14.3	19.4			
	(d) Poor	X	3.3	3.6	6.2			
609	Rate the placement office performance in presenting graduates to recruiters							
	(a) Excellent	X	29.5	18.5	25.0			
	(b) Good	X	47.6	52.9	42.1	8.80	-	
	(c) Fair	X	19.0	24.4	26.4			
	(d) Poor	X	3.8	4.2	6.4			
610	Compare placement office presentation of students							
	(a) Above average	X	42.3	35.6	32.1			
	(b) Average	X	46.5	55.1	58.6	5.52	-	
	(c) Below average	X	11.3	9.3	9.3			
611	Does placement office request list of openings?	Yes	45.8	43.1	50.0	1.26	-	
612	If YES, how often?	Yrly.	71.1	66.7	62.3	1.30	-	
613	How do you respond to requests?	Mail	84.8	80.4	87.5	1.03	-	
614	Satisfied with employees from this college?	Yes	84.8	90.7	86.1	1.75	-	
615	Inform placement office on progress of former students now in your employ?	Yes	38.2	39.4	43.0	0.70	-	
616	Has placement office requested opinion on progress of their ex-students?	Yes	38.4	32.0	30.4	2.35	-	
617	Has college asked for donations?	Yes	14.8	18.8	27.0	8.05	+	(.018)
618	Has college asked for Career-Day speakers?	Yes	41.3	41.7	46.4	0.96	-	
619	Did you send Career-Day speakers?	Yes	77.1	77.4	76.1	0.04	-	
	Most important criteria for decision to recruit at a particular college							
620	(a) School located near company	X	30.1	26.7	28.5	0.46	-	
621	(b) Noted for excellence of students	X	55.8	40.8	46.5	7.65	+	(.022)
622	(c) Curriculum matched to needed skills	X	54.9	45.8	62.5	7.34	+	(.025)
623	(d) Visit requested by placement office	X	18.6	11.7	11.8	4.50	-	
624	(e) Company wishes to hire blacks	X	36.3	35.8	31.3	1.08	-	
625	(f) Satisfied with recruited employees	X	44.7	31.7	50.7	10.00	++	(.0067)
632	Is company satisfied with placement office in general?	Yes	94.1	94.1	96.4	0.99	-	
	What are regular recruitment sources?							
633	(a) Public employment agencies	X	40.7	34.2	43.1	2.30	-	
634	(b) Private employment agencies	X	36.3	32.5	40.3	1.72	-	
635	(c) Media advertising	X	54.0	51.7	56.9	0.75	-	
636	(d) College placement offices	X	91.2	92.5	83.9	1.08	-	
638	Satisfied with current recruiting procedures?	Yes	91.3	89.0	93.6	1.76		
639	Do you contemplate changing recruitment practices?	Yes	28.5	27.7	21.0	2.66	-	

*X indicates item checked

TABLE 4.3-4. (Cont.)

VAR.	QUESTION	ANS.	% Response 1-2	3-4	5+	X^2	SIG.	
640	Extent to which your company uses college placement offices to fill employment needs							
	(a) Use extensively	X	64.1	61.9	64.8			
	(b) Use occasionally	X	31.4	35.6	28.2			
	(c) Seldom use	X	4.1	2.5	4.9	6.32	-	
	(d) Never use	X	0.5	0.0	2.1			
641	If seldom used, why?							
	(a) Seldom contacted	X	21.1	37.5	25.0			
	(b) Past experience not satisfactory	X	10.5	37.5	16.7	4.79	-	
	(c) Limited recruiting budget	X	68.4	25.0	58.3			
648	Level of recruitment invitation							
	(a) Frequent	X	42.9	43.9	40.6			
	(b) Occasional	X	50.7	49.1	46.1	5.37	-	
	(c) None	X	6.3	7.0	13.3			
	How does company respond to invitation?							
649	(a) Accepts and sends recruiters	X	54.4	56.7	41.7	7.61	+	(.022)
650	(b) Sends recruiting materials	X	49.1	46.7	41.0	2.37	-	
651	(c) Rejects invitation	X	13.7	13.3	13.9	0.02	-	
652	(d) Do not respond to invitation	X	3.5	7.5	4.2	2.87	-	
653	(e) Requests relevant resumes	X	9.7	7.5	16.0	5.50	-	(.064)
	If rejects or does not respond to invitation, why?							
655	(a) Limited recruitment budget	X	11.1	8.3	13.2	1.58	-	
656	(b) Dissatisfied with previous hires	X	2.2	1.7	1.4	0.36	-	
657	(c) No openings	X	5.3	7.5	7.6	1.03	-	
659	Does placement office relationship influence campus visits?	Yes	54.7	47.4	50.4	1.72	-	
660	Have you ever interviewed on a black campus?	Yes	95.0	91.5	81.6	17.74	+++	(.0001)
	If NO, why?							
661	(a) Never invited	X	2.2	2.5	4.9	2.25	-	
662	(b) School too far away	X	2.2	1.7	4.2	1.90	-	
663	(c) Curriculum mismatched to needs	X	0.0	0.0	1.4	4.82	-	
664	(d) Scholastic ranking of school	X	0.0	0.8	0.0	3.09	-	

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

TABLE 4.4-1. PLACEMENT BUDGETS FOR THE SURVEY COLLEGES
(Difference in size analyzed by the
Mann-Whitney Two-Sample Statistic)

		Black Colleges (X_i)	White Colleges (Y_k)		No. of Times $X_i > Y_k$
Small Budgets	1.	$ 1,200	$ 500		4
	2.	3,668	840	Small	7
	3.	6,261	845	Budgets	9
	4.	7,500	900		9
Medium Budgets	5.	7,750	3,050		9
	6.	8,300	3,152		9
	7.	10,000	3,336	Medium	9
	8.	10,500	4,150	Budgets	9
Large Budgets	9.	32,865	5,025		12
	10.	35,000	14,000		12
	11.	45,000	21,000	Large	13
	12.	91,000	29,000	Budgets	13
	13.		42,000		
					U=115

$U_{.95} = 109$

$U_{.99} = 121$

Since U = 115, the size of the budgets at black colleges is significantly larger than the budgets at the white colleges. This finding is significant @ the 95% confidence level.

with budget size as an independent variable was made by separating black colleges from white colleges and analyzing the respective responses to questions posed at each group of colleges.

The budget sizes for each group of colleges was partitioned into "small," "medium," and "large." For the black colleges, twelve colleges provided the requested budget information. The range of the budget sizes was from $1,200 to $91,000. This can be seen in Table 4.4-1. For the white colleges, thirteen colleges provided the requested budget information. The range of the budget sizes was from $500 to $42,000. This also can be seen in Table 4.4-1. Having partitioned them by size of budget, the responses to questions were analyzed as can be seen in the subsections that follow.

4.4.1 Analysis of Faculty Responses

At black colleges only one effect was statistically significant and that was that the faculty of schools with small placement budgets indicated that they played a more active role in departmental placement efforts, 100% compared to only 67% for schools whose placement office had a medium budget and 85% of those with large placement office budgets.

At white colleges, the faculty at the schools with a large placement office budget indicated, at a significantly higher frequency, that they are involved in helping students by making direct referrals of students to employers, 100% compared to 86% and 67% for the other two categorizations. Faculties at schools where the placement office budget was large also expressed significantly higher familiarity with the placement office operation and also made more placement office contacts than the faculty at schools where the placement office had a smaller budget.

Tables 4.4-2 and 4.4-3 present the full tabulations for both groups of colleges.

TABLE 4.4-2. FACULTY ANALYSIS - SIZE OF PLACEMENT BUDGET AS INDEPENDENT VARIABLE (BLACK COLLEGES)

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.
305	Does your department have formal placement service for students?	Yes	25.8	29.2	40.0	1.52	-
307	Does faculty play active role in the department's efforts?	Yes	100.0	66.7	85.0	6.12	+ (.047)
308	Does faculty have responsibility to help students find jobs?	Yes	83.3	87.0	78.1	0.75	-
	If YES, which of the following would be most effective?						
309	(a) More counseling	X*	39.4	33.3	27.3	1.08	-
310	(b) More employer contacts	X	39.4	33.3	42.4	0.49	-
311	(c) More involvement with placement office	X	27.3	25.0	24.2	0.08	-
312	(d) Career Day programs	X	21.2	16.7	21.2	0.23	-
314	Do you ever help students to find jobs?	Yes	90.6	73.9	93.8	5.26	- (.072)
	If YES, how?						
315	(a) Counseling	X	60.6	50.0	48.5	1.12	-
316	(b) Employer referrals	X	69.7	41.7	57.6	4.48	-
318	How involved in aiding students?						
	(a) High	X	46.9	37.5	36.4		
	(b) Moderate	X	37.5	20.8	39.4	5.80	-
	(c) Low	X	15.6	41.7	24.2		
319	To what extent is career aspect of field stressed in your classes?						
	(a) High	X	32.3	56.5	62.5		
	(b) Moderate	X	22.6	30.4	18.8		
	(c) Light	X	25.8	13.0	12.5	11.71	- (.069)
	(d) Not covered	X	19.0	0.0	6.3		
335	Ever call employers on student behalf?	Yes	65.6	56.5	74.2	1.85	-
336	If YES, with what frequency?						
	(a) High	X	17.4	0.0	30.4		
	(b) Moderate	X	52.2	33.3	30.4	7.97	- (.093)
	(c) Low	X	30.4	66.7	39.1		
337	With what frequency do students seek placement counseling from faculty?						
	(a) High	X	37.9	28.6	30.3		
	(b) Medium	X	37.9	23.8	54.5	8.67	- (.070)
	(c) Low	X	24.1	47.6	15.2		
338	Do you follow-up on students you have assisted in getting jobs?	Yes	75.9	59.1	60.7	2.07	-
340	How extensive are your employer contacts?						
	(a) Limited to local area	X	48.1	35.3	33.3		
	(b) Extend throughout country	X	22.2	17.6	50.0	9.31	- (.054)
	(c) Include out-of-state employers	X	29.6	47.1	16.7		
342	With what frequency do employers contact you?						
	(a) High	X	27.3	8.7	23.3		
	(b) Medium	X	27.3	21.7	26.7		
	(c) Low	X	27.3	47.8	36.7	4.68	-
	(d) Not at all	X	18.2	21.7	13.3		
	If called, how handled?						
343	(a) Refer student to employer	X	42.4	41.7	48.5	0.35	-
344	(b) Refer employer to placement office	X	18.8	29.2	15.2	1.76	-

TABLE 4.4-2. (Cont.)

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.
346	To what extent do professional faculty associations assist in placing students?						
	(a) High assistance	X*	10.0	6.3	25.0		
	(b) Moderate assistance	X	10.0	18.8	18.8	6.55	-
	(c) Low assistance	X	33.3	31.3	15.6		
	(d) No assistance	X	46.7	43.8	40.6		
347	Does department have active alumni association?	Yes	69.0	72.7	83.3	1.75	-
348	If YES, does it have active placement function?	Yes	0.0	8.3	25.0	3.25	-
351	How familiar are you with the placement operation?						
	(a) High familiarity	X	37.5	54.2	63.6		
	(b) Medium familiarity	X	40.6	29.2	27.3	7.43	-
	(c) Low familiarity	X	21.9	12.5	6.1		
	(d) Not familiar	X	0.0	4.2	3.0		
352	How frequent are your placement office contacts?						
	(a) High frequency	X	36.4	50.0	54.5		
	(b) Medium frequency	X	36.4	29.2	24.2	2.54	-
	(c) Low frequency	X	21.2	16.7	15.2		
	(d) None	X	6.1	4.2	6.1		
353	Does placement office provide you with current employment data?	Yes	79.3	73.9	80.6	0.38	-
354	How important is the placement function as viewed by college administration?						
	(a) High importance	X	55.6	73.9	74.2		
	(b) Moderate importance	X	37.0	17.4	19.4	5.16	-
	(c) Low importance	X	3.7	8.7	3.2		
	(d) No importance	X	3.7	0.0	3.2		
355	Rate overall placement office effectiveness						
	(a) Outstanding	X	16.0	14.3	30.0		
	(b) Very good	X	44.0	66.7	56.7		
	(c) Mediocre	X	32.0	14.3	10.0	10.62	-
	(d) Fair	X	8.0	4.8	0.0		
	(e) Poor	X	0.0	0.0	3.3		
356	Rate placement office effectiveness in placing students						
	(a) Excellent	X	33.3	29.4	58.1		
	(b) Good	X	41.7	58.8	32.3	9.49	-
	(c) Fair	X	25.0	11.8	6.5		
	(d) Poor	X	0.0	0.0	3.2		
357	Is there a difference in placement services for black/white students?	Yes	18.2	7.1	13.8	0.87	
359	Do faculty members utilize placement office services?	Yes	23.8	13.3	32.1	1.87	-

Significance Code:

- - = Not significant.
- + = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

TABLE 4.4-3. FACULTY ANALYSIS - SIZE OF PLACEMENT BUDGET AS INDEPENDENT VARIABLE (WHITE COLLEGES)

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.	
305	Does your department have formal placement service for students?	Yes	68.8	81.4	78.6	2.04	-	
307	Does faculty play active role in the department's efforts?	Yes	92.0	89.5	66.7	3.89	-	
308	Does faculty have responsibility to help students find jobs?	Yes	96.0	83.3	92.9	4.39	-	
	If YES, which of the following would be most effective?							
309	(a) More counseling	X*	46.0	39.5	71.4	4.34	-	
310	(b) More employer contacts	X	46.0	39.5	64.3	2.61	-	
311	(c) More involvement with placement office	X	16.0	20.9	21.4	0.45	-	
312	(d) Career-Day programs	X	12.0	27.9	7.1	5.25	-	(.072)
314	Do you ever help students to find jobs?	Yes	100.0	92.7	100.0	4.82	-	(.090)
	If YES, how?							
315	(a) Counseling	X	64.0	72.1	85.7	2.60	-	
316	(b) Employer referrals	X	86.0	67.4	100.0	8.98	+	(.011)
318	How involved in aiding students?							
	(a) High	X	57.1	36.8	57.1			
	(b) Moderate	X	28.6	18.4	28.6	11.50	+	(.022)
	(c) Low	X	14.3	44.7	14.3			
319	To what extent is career aspect of field stressed in your classes?							
	(a) High	X	55.6	48.8	57.1			
	(b) Moderate	X	15.6	14.6	28.6			
	(c) Light	X	24.4	29.3	14.3	3.65	-	
	(d) Not covered	X	4.4	7.3	0.0			
335	Ever call employers on student behalf?	Yes	81.3	69.2	84.6	2.24	-	
336	If YES, with what frequency?							
	(a) High	X	16.7	25.0	10.0			
	(b) Moderate	X	31.0	16.7	70.0	9.57	+	(.048)
	(c) Low	X	52.4	58.3	20.0			
337	With what frequency do students seek placement counseling from faculty?							
	(a) High	X	59.6	44.4	50.0			
	(b) Medium	X	21.3	22.2	42.9	6.64	-	
	(c) Low	X	19.1	33.3	7.1			
338	Do you follow-up on students you have assisted in getting jobs?	Yes	66.7	54.3	66.7	1.44	-	
340	How extensive are your employer contacts?							
	(a) Limited to local area	X	51.2	38.7	35.7			
	(b) Extend throughout country	X	23.3	29.0	14.3	3.78	-	
	(c) Include out-of-state employers	X	25.6	32.3	50.0			
342	With what frequency do employers contact you?							
	(a) High	X	20.5	30.6	21.4			
	(b) Medium	X	15.9	19.4	28.6			
	(c) Low	X	59.1	38.9	42.9	4.70	-	
	(d) Not at all	X	4.5	11.1	7.1			
	If called, how handled?							
343	(a) Refer student to employer	X	58.0	51.2	85.7	5.24	-	(.073)
344	(b) Refer employer to placement office	X	20.0	23.3	42.9	3.15	-	

*X indicates item checked

TABLE 4.4-3. (Cont.)

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.	
346	To what extent do professional faculty associations assist in placing students?							
	(a) High assistance	X	12.5	13.3	16.7			
	(b) Moderate assistance	X	18.8	20.0	16.7	2.04	-	
	(c) Low assistance	X	25.0	36.7	25.0			
	(d) No assistance	X	43.8	30.0	41.7			
347	Does department have active alumni association?	Yes	77.1	52.8	69.2	5.53	-	(.063)
348	If YES, does it have active placement function?	Yes	13.3	23.5	25.0	1.05	-	
351	How familiar are you with the placement operation?							
	(a) High familiarity	X	49.0	26.8	58.3			
	(b) Medium familiarity	X	38.8	26.8	33.3	17.37	++	(.008)
	(c) Low familiarity	X	12.2	39.0	8.3			
	(d) Not familiar	X	0.0	7.3	0.0			
352	How frequent are your placement office contacts?							
	(a) High frequency	X	41.3	18.4	42.9			
	(b) Medium frequency	X	30.4	21.1	35.7	13.20	+	(.040)
	(c) Low frequency	X	23.9	57.9	21.4			
	(d) None	X	4.3	2.6	0.0			
353	Does placement office provide you with current employment data?	Yes	60.4	65.0	91.7	4.21	-	
354	How important is the placement function as viewed by college administration?							
	(a) High importance	X	51.2	51.5	58.3			
	(b) Moderate importance	X	22.0	33.3	41.7	6.66	-	
	(c) Low importance	X	22.0	15.2	0.0			
	(d) No importance	X	4.9	0.0	0.0			
355	Rate overall placement office effectiveness							
	(a) Outstanding	X	7.5	28.6	9.1			
	(b) Very good	X	45.0	25.0	54.5			
	(c) Mediocre	X	25.0	35.7	27.3	14.28	-	(.075)
	(d) Fair	X	7.5	10.7	9.1			
	(e) Poor	X	15.0	0.0	0.0			
356	Rate placement office effectiveness in placing students							
	(a) Excellent	X	18.2	30.4	11.1			
	(b) Good	X	45.5	30.4	77.8	6.74	-	
	(c) Fair	X	21.2	26.1	11.1			
	(d) Poor	X	15.2	13.0	0.0			
357	Is there a difference in placement services for black/white students?	Yes	4.9	11.1	9.1	0.81	-	
359	Do faculty members utilize placement office services?	Yes	4.7	6.9	0.0	0.89	-	

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

4.4.2 Analysis of Placement Office Staff Responses

The sample was simply too small to split into black and white colleges so an overall analysis with both groups of colleges was all that was possible. Even so, there was only one effect that was significant. The colleges whose placement office had a large budget participated much more frequently in Co-op programs. However, since this was also very significant on the black/white college comparison, this effect may still be more due to a black/white college policy difference rather than a function of the placement office budget. Table 4.4-4 presents these tabulations.

4.4.3 Analysis of Non-Placement Administrator Responses

There were no significant differences on either the black or white college analyses. Tables 4.4-5 and 4.4-6 present the tabulations of the tests conducted.

4.4.4 Analysis of Employer Responses

For black colleges, employers were significantly less satisfied with the placement offices which had the smallest budgets, also, the colleges with the smallest budgets, for presentation of their students to recruiters. Employers, however, expressed a significantly higher motivation to recruit from black colleges, "to hire blacks," where the placement office budget was small, and also expressed a higher satisfaction with the recruited employees. Recruiters also stated, at a significantly high rate, that their relationship with the placement office influenced them to visit the campuses at schools where the placement office budget was small than where it was medium or large. Employers tended to use the placement office of colleges having medium placement budgets the least.

TABLE 4.4-4. PLACEMENT STAFF ANALYSIS - SIZE OF PLACEMENT BUDGET AS INDEPENDENT VARIABLE

QUESTIONS*	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.
11. What is nature of contact between placement office and students?	Formal	67	40	100	2.30	-
12. What is average number of contacts between student and placement office in placing student in a job?	1-3	38	29	50	0.50	-
15. Does college have a career counseling service separate from the placement office?	Yes	40	67	50	1.36	-
16. Do you provide special services for black students? For white students?	Yes	90	89	75	0.94	-
17. Are you aware of faculty members involved in career counseling and/or assisting students in finding jobs?	Yes	89	67	100	3.20	-
20. Do you think it beneficial to have faculty involved in career counseling and job placement?	Yes	90	100	100	1.87	-
21. If YES, do you have a program for involving faculty in placement?	Yes	40	20	67	3.47	-
24. Do you have adequate facilities for the various placement office functions, such as Career Day activities, visiting recruiter activities?	Yes	60	22	67	3.81	-
25. How would you classify the response from employers in supplying the following services?						
(a) Job information	Excellent	50	56	29	1.25	-
(b) On-campus recruiters	Excellent	30	22	43	0.79	-
(c) Participation in Career-Day activities	Excellent	56	29	50	1.21	-
26. Are you experiencing budget limitations that affect the placement office's ability to contact employers --such as printing or communication costs--and funds for attending meetings and purchasing publications?	Yes	60	56	14	3.95	-
27. Does budget provide for adequate staff to carry out activities of the placement office?	Yes	40	30	38	0.23	-
28. Is your geographic location, with respect to the distance to major employment centers, a significant factor in your ability to place students in jobs?	Yes	70	30	62	3.58	-
29. Is academic reputation of college an important factor in your ability to place students in jobs?	Yes	90	78	100	2.14	-
30. Does the importance of academic reputation hold true for all majors?	Yes	71	71	100	2.14	-
31. What effect does the size of your college have on your ability to place students in jobs?	Significant	30	30	75	4.72	-

TABLE 4.4-4. (Cont.)

QUESTIONS*	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.	
32. What percent of staff time is devoted to finding jobs in the following categories:							
(a) Part-time	0-25	100	50	100	5.83	-	(.054)
(b) Summer jobs	0-25	100	75	100	2.69	-	
(c) Full-time	75-100	60	50	40	0.40	-	
33. Do you keep information on any of the following performance measures?							
(a) Expenditure per student enrolled	Yes	0	0	20	2.75	-	
(b) Expenditure per student counseled	Yes	0	0	20	2.75	-	
(c) Number/percentage of student body using services	Yes	50	80	50	1.31	-	
(d) Ratio of students counseled to students placed	Yes	0	20	50	4.61	-	(.100)
(e) Ratio of students interviewed by recruiters to students placed	Yes	38	40	50	0.18	-	
34. Are there instances where you refrain from referring black students/white students to certain employers?	Yes	11	44	14	3.24	-	
35. What procedures are used to follow-up graduates that move into the job market?							
(a) Handout questionnaire to those placed	X**	11	0	20	1.40	-	
(b) Mailed questionnaire to those placed	X	0	14	40	4.20	-	
(c) Mailed questionnaire to all graduates	X	44	86	40	3.53	-	
(d) Follow-up questionnaire 1-3 yrs. after placement	X	11	0	40	3.94	-	
36. Does your college participate in a Co-op program?	Yes	11	67	100	14.16	+++	(.0008)
38. Specialized placement services (e.g., education or engineering) in addition to general placement office?	Yes	30	30	50	1.00	-	
38a. Are departments organized to work with placement office?	Yes	33	0	67	5.32	-	(.070)
39. Do you work with private employment agencies in area?	Yes	33	0	43	4.19	-	
41. Placement office maintains and uses list of prominent alumni who may be called to speak to students?	Yes	40	11	40	2.27	-	
43. What description best fits overall effectiveness of placement office at present?	Very good/ Outstanding	38	44	62	1.07	-	

* All questions numbered as they appeared on questionnaire completed by placement staff

** X indicates items checked

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TABLE 4.4-5. NON-PLACEMENT ADMINISTRATORS' ANALYSIS - SIZE OF PLACEMENT BUDGET AS INDEPENDENT VARIABLE (BLACK COLLEGES)

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.
207	Is current placement office budget adequate?	Yes	16.7	28.6	50.0	0.88	-
208	Should placement office provide additional services?	Yes	100.0	100.0	75.0	3.20	-
209	Are there problem areas encountered by the placement office which hinder the placement of students?	Yes	50.0	57.1	25.0	1.09	-
210	Rate the placement function to other factors in the total college educational process						
	(a) Most important	X*	16.7	16.7	50.0		
	(b) Very important	X	50.0	33.3	50.0	4.57	-
	(c) Equally important	X	33.3	33.3	0.0		
	(d) Low importance	X	0.0	16.7	0.0		
211	Job records on graduates kept by area of specialization	Yes	60.0	28.6	25.0	1.58	-
212	Procedure for feedback from graduates after they enter job market	Yes	66.7	66.7	50.0	0.32	-
213	Procedure for gathering info from employers who hired graduates	Yes	50.0	66.7	33.3	0.93	-
214	How involved are you in assisting students to find jobs?						
	(a) Deep involvement	X	16.7	14.3	25.0		
	(b) Moderate involvement	X	50.0	57.1	25.0	6.69	-
	(c) Occasional involvement	X	33.3	0.0	50.0		
	(d) Not involved	X	0.0	28.6	0.0		
	If involved, which form(s) does it take?						
215	(a) Direct counseling	X	83.3	42.9	50.0	2.35	-
216	(b) Involvement with placement office	X	66.7	28.6	50.0	1.90	-
217	(c) Soliciting prospective employers	X	33.3	28.6	50.0	0.53	-
218	(d) Involvement with alumni groups	X	16.7	14.3	25.0	0.21	-
220	How well is the placement office doing in placing graduates in jobs?						
	(a) Outstanding; almost all placed	X	20.0	33.3	50.0		
	(b) Very good; high degree of success	X	20.0	50.0	0.0	4.39	-
	(c) O.K.; much improvement needed	X	60.0	16.7	50.0		
221	What is the overall effectiveness of the placement office?						
	(a) Outstanding	X	16.7	60.0	50.0		
	(b) Very good	X	33.3	40.0	25.0	8.82	-
	(c) Mediocre	X	50.0	0.0	0.0		
	(d) Only fair	X	0.0	0.0	25.0		

*X indicates item checked

TABLE 4.4-6. NON-PLACEMENT ADMINISTRATORS' ANALYSIS - SIZE OF PLACEMENT BUDGET AS INDEPENDENT VARIABLE (WHITE COLLEGES)

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.
207	Is current placement office budget adequate?	Yes	71.4	50.0	50.0	0.71	-
208	Should placement office provide additional services?	Yes	33.3	71.4	50.0	2.29	-
209	Are there problem areas encountered by the placement office which hinder the placement of students?	Yes	63.6	57.1	50.0	0.17	-
210	Rate the placement function to other factors in the total college educational process						
	(a) Most important	X*	18.2	12.5	0.0		
	(b) Very important	X	45.5	12.5	50.0	6.26	-
	(c) Equally important	X	27.3	25.0	50.0		
	(d) Low importance	X	9.1	50.0	0.0		
211	Job records on graduates kept by area of specialization	Yes	55.6	50.0	100.0	0.84	-
212	Procedure for feedback from graduates after they enter job market	Yes	50.0	66.7	50.0	0.27	-
213	Procedure for gathering info from employers who hired graduates	Yes	55.6	66.7	100.0	1.42	-
214	How involved are you in assisting students to find jobs?						
	(a) Deep involvement	X	20.0	12.5	50.0		
	(b) Moderate involvement	X	50.0	50.0	50.0	1.88	-
	(c) Occasional involvement	X	30.0	37.5	0.0		
	If involved, which form(s) does it take?						
215	(a) Direct counseling	X	25.0	25.0	50.0	0.57	-
216	(b) Involvement with placement office	X	8.3	12.5	50.0	2.54	-
217	(c) Soliciting prospective employers	X	16.7	12.5	50.0	1.55	-
218	(d) Involvement with alumni groups	X	8.3	0.0	50.0	4.86	-
220	How well is the placement office doing in placing graduates in jobs?						
	(a) Outstanding; almost all placed	X	42.9	20.0	0.0		
	(b) Very good; high degree of success	X	28.6	40.0	50.0	7.04	-
	(c) O.K.; much improvement needed	X	28.6	0.0	50.0		
	(d) Fair; not effective at present	X	0.0	40.0	0.0		
221	What is the overall effectiveness of the placement office?						
	(a) Outstanding	X	37.5	20.0	0.0		
	(b) Very good	X	37.5	40.0	50.0	3.53	-
	(c) Mediocre	X	25.0	20.0	50.0		
	(d) Only fair	X	4.0	20.0	0.0		

*X indicates item checked

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For white colleges, the schools with a larger placement office budget had significantly more Career Day speakers, 54.5% compared to 31.2% for schools with a medium placement budget and only 17.4% for schools with a small placement budget. Schools with a larger placement budget received significantly higher ratings for the placement offices' presentation of the graduating students.

Tables 4.4-7 and 4.4-8 contain the overall tabulation of statistical comparisons.

4.5 ANALYSIS OF RESPONSES - SOURCE OF SUPPORT AS THE INDEPENDENT VARIABLE

Since the schools sampled within each state were paired according to the predominance of black versus white student bodies and with respect to their supporting source, an analysis of the responses with the source of support as the independent variable will provide results that are independent of the black/white contrast. All data were grouped into three categories according to three support sources: 1) state; 2) private; and 3) church. Tables 4.5-1 through 4.5-5 provide the statistical comparisons of the questionnaire responses classified by the three sources of support. In order to systematically assess the effect of this factor, each questionnaire type will be discussed in turn in the subparagraphs to this section.

4.5.1 Analysis of Student Responses

A large number of questions were found to be answered differently as a function of school support source. Interestingly, however, the overall placement office effectiveness rating did not differ significantly between the three support sources.

TABLE 4.4-7. EMPLOYER ANALYSIS - SIZE OF PLACEMENT BUDGET AS INDEPENDENT VARIABLE (BLACK COLLEGES ONLY)

VAR.	QUESTION	ANS.	% Response BLACK COLLEGES ONLY SMALL	MEDIUM	LARGE	X^2	SIG.	
604	Motivation for recruiting at college?							
	(a) Invitation by college	X*	8.9	24.4	5.6			
	(b) Policy decision by company	X	78.6	64.4	94.4	9.17	-	(.057)
	(c) Difficulty in filling openings	X	12.5	11.1	0.0			
605	Satisfied with placement service	Yes	72.6	92.3	81.8	9.34	++	(.0094)
606	Rate assistance relative to other colleges at which you recruit							
	(a) Excellent	X	17.6	25.0	9.5			
	(b) Good	X	44.7	61.5	57.1	11.26	-	(.081)
	(c) Fair	X	27.1	9.6	28.6			
	(d) Poor	X	10.6	3.8	4.8			
609	Rate the placement office performance in presenting graduates to recruiters							
	(a) Excellent	X	14.1	16.7	9.1			
	(b) Good	X	37.6	59.1	63.6	12.80	+	(.046)
	(c) Fair	X	38.8	19.7	27.3			
	(d) Poor	X	9.4	4.5	0.0			
610	Compare placement office presentation of students							
	(a) Above average	X	17.4	37.9	13.6			
	(b) Average	X	60.5	57.6	77.3	17.37	++	(.0016)
	(c) Below average	X	22.1	4.5	9.1			
611	Does placement office request list of openings?	Yes	41.7	41.9	24.0	2.83	-	
612	If YES, how often?	Yrly.	76.3	70.0	25.0	4.64	-	(.098)
613	How do you respond to requests?	Mail	89.2	78.3	100.0	2.67	-	
614	Satisfied with employees from this college?	Yes	81.0	85.5	80.0	0.48	-	
615	Inform placement office on progress of former students now in your employ?	Yes	34.3	47.3	36.8	2.19	-	
616	Has placement office requested opinion on progress of their ex-students?	Yes	35.8	32.1	26.6	0.44	-	
617	Has college asked for donations?	Yes	25.3	18.8	32.0	1.97	-	
618	Has college asked for Career-Day speakers?	Yes	53.7	49.2	48.0	0.40	-	
619	Did you send Career-Day speakers?	Yes	72.9	80.0	81.8	0.76	-	
	Most important criteria for decision to recruit at a particular college							
620	(a) School located near company	X	28.7	24.6	25.0	0.38	-	
621	(b) Noted for excellence of students	X	50.6	33.3	46.4	4.77	-	(.092)
622	(c) Curriculum matched to needed skills	X	56.3	53.6	60.7	0.41	-	
623	(d) Visit requested by placement office	X	12.6	14.5	14.3	0.13	-	
624	(e) Company wishes to hire blacks	X	57.5	40.6	35.7	6.34	+	(.042)
625	(f) Satisfied with recruited employees	X	55.2	33.3	42.9	7.48	+	(.024)
632	Is company satisfied with placement office in general?	Yes	94.1	93.8	85.7	2.40	-	
	What are regular recruitment sources?							
633	(a) Public employment agencies	X	40.2	44.9	50.0	0.92	-	
634	(b) Private employment agencies	X	44.8	29.0	39.3	4.12	-	
635	(c) Media advertising	X	69.0	40.6	64.3	13.30	++	(.0013)
636	(d) College placement offices	X	92.0	88.4	82.1	2.16	-	
638	Satisfied with current recruiting procedures?	Yes	87.1	92.4	92.9	1.49	-	
639	Do you contemplate changing recruitment practices?	Yes	33.7	24.6	14.3	4.36	-	

*X indicates item checked

TABLE 4.4-7. (Cont.)

VAR.	QUESTION	ANS.	% Response BLACK COLLEGES ONLY SMALL	MEDIUM	LARGE	X^2	SIG.	
640	Extent to which your company uses college placement offices to fill employment needs							
	(a) Use extensively	X	76.7	47.1	71.4			
	(b) Use occasionally	X	22.1	44.1	25.0	18.30	++	(.0055)
	(c) Seldom use	X	1.2	4.4	3.6			
	(d) Never use	X	0.0	4.4	0.0			
641	If seldom used, why?							
	(a) Seldom contacted	X	0.0	0.0	50.0			
	(b) Past experience not satisfactory	X	0.0	20.0	50.0	8.43	-	(.077)
	(c) Limited recruiting budget	X	100.0	80.0	0.0			
648	Level of recruitment invitation							
	(a) Frequent	X	41.0	43.8	44.0			
	(b) Occasional	X	52.6	50.0	48.0	0.26	-	
	(c) None	X	6.4	6.3	8.0			
	How does company respond to invitation?							
649	(a) Accepts and sends recruiters	X	48.3	63.8	35.7	7.29	+	(.026)
650	(b) Sends recruiting materials	X	52.9	42.0	67.9	5.52	-	(.063)
651	(c) Rejects invitation	X	24.1	10.1	17.9	5.12	-	(.077)
652	(d) Do not respond to invitation	X	3.5	5.8	0.0	1.89	-	
653	(e) Requests relevant resumes	X	6.9	15.9	10.7	3.25	-	
	If rejects or does not respond to invitation, why?							
655	(a) Limited recruitment budget	X	13.8	13.0	3.6	2.23	-	
656	(b) Dissatisfied with previous hires	X	2.3	0.0	0.0	2.25	-	
657	(c) No openings	X	11.5	4.3	7.1	2.67	-	
659	Does placement office relationship influence campus visits?	Yes	64.7	37.7	42.3	11.46	++	(.0032)
660	Have you ever interviewed on a black campus?	Yes	98.8	89.7	96.4	6.87	+	(.032)
	If NO, why?							
661	(a) Never invited	X	0.0	0.0	0.0	0.00	-	
662	(b) School too far away	X	0.0	1.4	0.0	1.68	-	
663	(c) Curriculum mismatched to needs	X	0.0	0.0	0.0	0.00	-	
664	(d) Scholastic ranking of school	X	0.0	0.0	0.0	0.00	-	

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

TABLE 4.4-8. EMPLOYER ANALYSIS - SIZE OF PLACEMENT BUDGET AS INDEPENDENT VARIABLE (WHITE COLLEGES ONLY)

VAR.	QUESTION	ANS.	% Response WHITE COLLEGES ONLY SMALL	MEDIUM	LARGE	X^2	SIG.	
604	Motivation for recruiting at college?							
	(a) Invitation by college	X*	21.4	22.8	16.7			
	(b) Policy decision by company	X	59.5	61.4	72.2	1.09	-	
	(c) Difficulty in filling openings	X	19.0	15.8	11.1			
605	Satisfied with placement service	Yes	90.4	95.6	95.7	2.01	-	
606	Rate assistance relative to other colleges at which you recruit							
	(a) Excellent	X	43.7	45.6	63.6			
	(b) Good	X	42.3	42.2	27.3			
	(c) Fair	X	9.9	11.1	9.1	4.98	-	
	(d) Poor	X	4.2	1.1	0.0			
609	Rate the placement office performance in presenting graduates to recruiters							
	(a) Excellent	X	27.5	37.0	47.8			
	(b) Good	X	50.7	45.7	34.8			
	(c) Fair	X	14.5	15.2	17.4	7.01	-	
	(d) Poor	X	7.2	2.2	0.0			
610	Compare placement office presentation of students							
	(a) Above average	X	46.5	44.6	78.3			
	(b) Average	X	45.1	52.2	21.7	11.67	+	(.020)
	(c) Below average	X	8.5	3.3	0.0			
611	Does placement office request list of openings?	Yes	36.6	54.8	54.5	5.80	-	(.055)
612	If YES, how often?	Yrly.	68.0	66.7	45.5	1.96	-	
613	How do you respond to requests?	Mail	88.5	76.7	100.0	4.11	-	
614	Satisfied with employees from this college?	Yes	93.1	91.2	95.5	0.49	-	
615	Inform placement office on progress of former students now in your employ?	Yes	32.3	32.9	52.2	3.32	-	
616	Has placement office requested opinion on progress of their ex-students?	Yes	27.0	22.0	47.6	5.57	-	(.062)
617	Has college asked for donations?	Yes	9.9	13.3	28.6	4.81	-	(.090)
618	Has college asked for Career-Day speakers?	Yes	17.4	31.2	54.5	11.75	++	(.0028)
619	Did you send Career-Day speakers?	Yes	66.7	80.0	91.7	2.77	-	
	Most important criteria for decision to recruit at a particular college							
620	(a) School located near company	X	37.8	27.7	26.1	2.34	-	
621	(b) Noted for excellence of students	X	55.4	46.8	69.6	4.15	-	
622	(c) Curriculum matched to needed skills	X	50.0	48.9	73.9	4.89	-	(.087)
623	(d) Visit requested by placement office	X	16.2	16.0	0.0	4.31	-	
624	(e) Company wishes to hire blacks	X	18.9	21.3	26.1	0.56	-	
625	(f) Satisfied with recruited employees	X	52.7	34.0	52.2	6.68	+	(.036)
632	Is company satisfied with placement office in general?	Yes	95.7	96.8	95.7	0.15	-	
	What are regular recruitment sources?							
633	(a) Public employment agencies	X	31.1	23.4	43.5	3.94		
634	(b) Private employment agencies	X	33.8	22.3	43.5	5.15	-	(.076)
635	(c) Media advertising	X	45.9	45.7	60.9	1.83	-	
636	(d) College placement offices	X	86.5	91.5	91.3	1.19	-	
638	Satisfied with current recruiting procedures?	Yes	93.0	90.2	95.7	0.89	-	
639	Do you contemplate changing recruitment practices?	Yes	15.3	30.4	18.2	5.56	-	(.062)

*X indicates item checked

TABLE 4.4-8. (Cont.)

VAR.	QUESTION	ANS.	% Response WHITE COLLEGES ONLY SMALL	MEDIUM	LARGE	X^2	SIG.	
640	Extent to which your company uses college placement offices to fill employment needs							
	(a) Use extensively	X	65.3	57.0	78.3			
	(b) Use occasionally	X	27.8	35.5	21.7	6.35	-	
	(c) Seldom use	X	5.6	7.5	0.0			
	(d) Never use	X	1.4	0.0	0.0			
641	If seldom used, why?							
	(a) Seldom contacted	X	33.3	28.6	0.0			
	(b) Past experience not satisfactory	X	0.0	21.4	0.0	1.53	-	
	(c) Limited recruiting budget	X	66.7	50.0	0.0			
648	Level of recruitment invitation							
	(a) Frequent	X	30.8	50.0	30.0			
	(b) Occasional	X	52.3	38.6	65.0	9.08	-	(.059)
	(c) None	X	16.9	11.4	5.0			
	How does company respond to invitation?							
649	(a) Accepts and sends recruiters	X	50.0	50.0	43.5	0.34	-	
650	(b) Sends recruiting materials	X	37.8	46.8	39.1	1.48	-	
651	(c) Rejects invitation	X	4.1	10.6	8.7	2.51	-	
652	(d) Do not respond to invitation	X	5.4	8.5	0.0	2.43	-	
653	(e) Requests relevant resumes	X	12.2	9.6	21.7	2.58	-	
	If rejects or does not respond to invitation, why?							
655	(a) Limited recruitment budget	X	9.5	11.7	4.3	1.15	-	
656	(b) Dissatisfied with previous hires	X	0.0	3.2	0.0	3.15	-	
657	(c) No openings	X	1.4	8.5	8.7	4.33	-	
659	Does placement office relationship influence campus visits?	Yes	38.2	53.3	45.5	3.56	-	
660	Have you ever interviewed on a black campus?	Yes	74.3	83.5	87.0	2.85	-	
	If NO, why?							
661	(a) Never invited	X	12.2	4.3	4.3	4.15	-	
662	(b) School too far away	X	10.8	2.1	4.3	5.85	-	(.054)
663	(c) Curriculum mismatched to needs	X	1.4	0.0	4.3	3.48	-	
664	(d) Scholastic ranking of school	X	0.0	1.1	0.0	1.04	-	

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

TABLE 4.5-1. ANALYSIS OF STUDENT RESPONSES - SOURCE OF SUPPORT AS THE INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response STATE	PRIVATE	CHURCH	X^2	SIG.	
405	Accept job in another state?	Yes	79.4	88.0	84.6	18.36	+++	(.0001)
409	Aware of placement office?	Yes	93.7	95.0	96.0	4.73		(.094)
	How you became aware of placement office?							
410	(a) school orientation	X*	40.0	46.2	52.0	26.44	+++	(.0000)
411	(b) interview counseling	X	18.5	17.8	19.5	0.57	-	
412	(c) from fellow students	X	30.4	25.6	18.3	32.2	+++	(.0000)
414	How familiar with placement office?	Very	19.6	25.4	25.7			
		Mod.	55.0	50.1	52.8	14.75	++	(.005)
		Not	25.3	24.5	21.5			
415	Ever used placement office?	Yes	50.6	59.4	59.3	21.12	+++	(.0000)
416	(a) career planning counseling	X	8.3	14.7	13.9	26.98	+++	(.0000)
417	(b) interview counseling	X	15.9	21.9	19.9	12.72	++	(.002)
418	(c) job placement counseling	X	16.2	22.9	20.1	15.10	+++	(.0005)
419	(d) assistance with resume	X	13.5	24.4	26.8	68.01	+++	(.0000)
420	(e) employer interviews	X	26.8	34.2	33.3	16.22	+++	(.0003)
422	Number of job interviews from placement office	0	48.0	39.9	40.6			
		1-2	23.5	22.1	22.0			
		3-5	14.8	16.2	22.8	31.95	+++	(.0001)
		6-10	8.3	14.1	9.7			
		11+	5.3	7.7	5.0			
	Interviewed in what year							
423	(a) freshman	X	1.7	1.3	5.6	32.01	+++	(.0000)
424	(b) sophomore	X	3.9	4.0	9.4	28.58	+++	(.0000)
425	(c) junior	X	10.1	9.9	15.4	12.91	++	(.002)
426	(d) senior	X	32.5	42.4	34.0	19.77	+++	(.0001)
427	Career counseling from instructors	X	53.1	50.5	55.2	2.57	-	
428	Career counseling from college administrators	X	10.7	10.4	12.3	1.31	-	
430	Compare this counseling with career counseling received from placement office	Better	33.7	36.0	30.4			
		Same	61.5	56.4	63.8	4.81	-	
		Worse	4.8	7.6	5.8			
431	Placement counseling/instructors	X	33.2	24.1	35.1	20.99	+++	(.0000)
432	Placement counseling/college administrators	X	9.1	9.4	10.5	.92	-	
434	Compare this counseling with placement counseling received from placement office	Better	34.4	33.7	30.3			
		Same	63.1	58.3	63.8	12.31	+	(.015)
		Worse	2.6	8.0	5.9			
435	Counseling from sources other than placement office aided in finding job	Yes	53.3	50.3	54.5	.81	-	
436	Have or will have job by 6/75 (compared to 9/75)	Yes	70.7	72.5	63.8	4.75		(.093)
	Type of job							
437	(a) summer	X	9.3	20.1	13.9	49.87	+++	(.0000)
438	(b) part-time	X	8.7	7.9	6.0	4.15	-	
439	(c) work-study	X	2.9	2.0	2.0	2.48	-	
440	(d) Co-op	X	0.6	0.5	2.2	12.58	++	(.002)
441	(e) full-time	X	28.6	27.7	28.8	0.19	-	
443	Job related to major field	Yes	66.1	61.8	69.9	4.28	-	
444	Grade level college major decided on	1-8	9.5	7.1	8.4			
		9-10	6.3	9.4	6.2			
		11-12	22.7	19.4	19.1			
		Coll. 1	25.8	25.0	34.1	44.53	+++	(.0000)
		Coll. 2	20.7	26.9	24.0			
		Coll. 3	13.0	10.8	6.8			
		Coll. 4	2.0	1.4	1.4			

*X indicates item checked

TABLE 4.5-1. (Cont.)

VAR.	QUESTION	ANS.	% Response STATE	PRIVATE	CHURCH	X^2	SIG.	
445	Most important factor in deciding career							
	(a) Own efforts	X	95.3	97.5	95.5			
	(b) Placement office	X	1.4	1.0	1.1			
	(c) Recruiting personnel	X	2.0	0.6	1.3	8.92	-	
	(d) State Employment Service	X	0.7	0.4	1.3			
	(e) Private employment agency	X	0.6	0.6	0.9			
446	Courses patterned toward career goal	Yes	92.9	86.1	88.6	27.5	+++	(.0000)
447	Relevancy of courses to career field							
	(a) Excellent	X	26.6	21.9	23.6			
	(b) Good	X	54.1	50.0	52.8	32.45	+++	(.0000)
	(c) Fair	X	16.6	21.4	20.2			
	(d) Poor	X	2.6	6.8	3.4			
	How placement office disperses information							
448	(a) Bulletin board	X	68.9	63.2	75.4	20.13	+++	(.0000)
449	(b) School paper	X	29.9	31.2	20.3	22.4	+++	(.0000)
450	(c) Phone calls	X	5.6	6.9	6.1	1.54	-	
451	(d) By mail	X	27.5	43.7	45.6	91.0	+++	(.0000)
453	Placement office adequately informs students	Yes	65.2	65.1	66.3	0.24	-	
454	Overall current placement office effectiveness							
	(a) Outstanding	X	6.4	5.3	4.1			
	(b) Very good	X	41.9	47.5	40.0			
	(c) Mediocre	X	35.4	31.2	37.5	14.06		(.080)
	(d) Fair	X	10.7	10.5	13.7			
	(e) Poor	X	5.6	5.5	4.7			
467	Aware of present demand in field	Yes	82.6	83.0	84.8	1.49	-	
	How YES information obtained							
468	(a) Placement office	X	12.8	18.8	17.9	17.19	+++	(.0002)
469	(b) Instructors	X	52.2	43.3	44.1	20.26	+++	(.0000)
470	(c) Recruiters	X	20.1	20.6	21.7	0.58	-	
474	Aware of future employment projections in field	Yes	71.2	73.1	70.6	1.01	-	
	How YES information obtained							
475	(a) Placement office	X	11.0	13.7	14.3	6.03	+	(.049)
476	(b) Instructors	X	46.4	34.5	39.8	28.5	+++	(.0000)
477	(c) Recruiters	X	17.8	18.2	15.4	2.00	-	
479	Aware of starting salaries in field	Yes	75.7	75.6	81.0	6.92	+	(.032)
	How YES information obtained							
480	(a) Placement office	X	10.6	12.2	12.7	2.33	-	
481	(b) Instructors	X	37.3	23.3	32.0	40.3	+++	(.0000)
482	(c) Recruiters	X	23.9	24.6	24.6	0.20	-	
484	Placement office actively searched for a job for you	Yes	13.1	11.7	13.1	0.70	-	
485	Placement office instrumental in finding job for you	Yes	18.1	21.4	20.2	3.05	-	
	If YES, kind of job							
486	(a) Summer	X	3.7	7.1	2.7	16.86	+++	(.0002)
487	(b) Part-time	X	3.4	3.6	4.0	0.35	-	
488	(c) Full-time	X	13.2	15.2	13.4	1.55	-	
489	(d) Work-study	X	2.0	1.2	2.9	4.46	-	
491	Job related to major field	Yes	69.8	59.4	72.0	7.98	+	(.019)
492	Rate placement office effort to attract company recruiters							
	(a) Excellent	X	15.8	13.2	11.2			
	(b) Good	X	47.7	51.0	54.8	15.47	+	(.017)
	(c) Fair	X	28.9	29.6	29.9			
	(d) Poor	X	7.6	6.2	4.0			
493	Rate placement office success in attracting company recruiters in your field							
	(a) Excellent	X	15.5	10.3	8.4			
	(b) Good	X	38.4	29.7	33.6	42.3	+++	(.0000)
	(c) Fair	X	25.9	32.7	35.3			
	(d) Poor	X	20.3	27.2	22.7			

TABLE 4.5-1. (Cont.)

VAR.	QUESTION	ANS.	% Response STATE	PRIVATE	CHURCH	X^2	SIG.	
494	Importance of placement function as viewed by college officials							
	(a) High	X	33.2	21.2	27.9			
	(b) Moderate	X	48.9	52.1	54.5	40.00	+++	(.0000)
	(c) Low	X	16.3	24.8	15.8			
	(d) None	X	1.6	1.9	1.8			
495	Are placement activities treated as a major component of the educational process?	Yes	44.0	24.1	47.5	81.4	+++	(.0000)
496	If NO, do you believe they should be?	Yes	93.4	94.4	90.9	3.50	-	
497	Rate the ability of the placement office to provide career counseling							
	(a) Excellent	X	10.6	8.8	9.6			
	(b) Good	X	44.9	43.1	43.2	2.66	-	
	(c) Fair	X	32.4	35.5	34.7			
	(d) Poor	X	12.2	12.6	12.6			
498	Rate the ability of the placement office to provide job placement counseling							
	(a) Excellent	X	9.4	8.9	7.8			
	(b) Good	X	44.0	45.2	44.3	1.53	-	
	(c) Fair	X	33.8	34.0	35.4			
	(d) Poor	X	12.9	11.9	12.6			
	If the placement office has not been adequate for you to what do you attribute deficiency?							
499	(a) Inadequate staff	X	17.0	20.6	23.5	12.69	++	(.0002)
500	(b) Lack of counseling experience	X	9.6	8.7	8.5	0.87	-	
501	(c) Insufficient contact with work world	X	22.7	22.3	21.7	0.26	-	
502	(d) Staff disinterest	X	8.3	6.4	8.9	2.74	-	
	How do you think you will most likely obtain your first job after graduating?							
504	(a) Own efforts	X	56.5	76.4	54.2	84.5	+++	(.0000)
505	(b) Placement office	X	20.1	18.5	12.3	17.06	+++	(.0002)
506	(c) Instructor's assistance	X	10.9	9.6	8.1	3.76	-	
507	(d) Relative's assistance	X	8.8	17.0	10.7	31.4	+++	(.0000)
508	(e) Friend's assistance	X	11.6	18.2	10.8	19.4	+++	(.0001)

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

TABLE 4.5-2. ANALYSIS OF FACULTY RESPONSES - SOURCE OF SUPPORT AS THE INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response STATE	PRIVATE	CHURCH	X^2	SIG.	
305	Does your department have formal placement service for students?	Yes	26.5	20.0	25.9	0.78	-	
307	Does faculty play active role in the department's efforts?	Yes	87.1	90.0	70.4	4.72	-	(.094)
308	Does faculty have responsibility to help students find jobs?	Yes	85.4	91.5	92.5	2.44	-	
	If YES, which of the following would be most effective?							
309	(a) More counseling	X*	36.9	66.7	37.0	13.92	+++	(.0009)
310	(b) More employer contacts	X	39.0	50.0	42.6	1.79	-	
311	(c) More involvement with placement office	X	19.9	37.5	18.5	7.09	+	(.029)
312	(d) Career Day programs	X	15.6	31.3	14.8	6.44	+	(.040)
314	Do you ever help students to find jobs?	Yes	93.4	91.7	92.5	0.18	-	
	If YES, how?							
315	(a) Counseling	X	60.3	70.8	59.3	1.94	-	
316	(b) Employer referrals	X	69.5	70.8	64.8	0.52	-	
318	How involved in aiding students?							
	(a) High	X	40.3	47.9	45.3			
	(b) Moderate	X	34.3	27.1	28.3	1.39	-	
	(c) Low	X	25 4	25.0	26.4			
319	To what extent is career aspect of field stressed in your classes?							
	(a) High	X	56.0	34.0	57.1			
	(b) Moderate	X	16.4	23.4	24.5	10.43	-	
	(c) Light	X	20.1	31.9	12.2			
	(d) Not covered	X	7.5	10.6	6.1			
335	Ever call employers on student behalf?	Yes	73.8	66.0	75.5	1.36	-	
336	If YES, with what frequency?							
	(a) High	X	19.6	22.6	14.6			
	(b) Moderate	X	40.2	29.0	31.7	3.00	-	
	(c) Low	X	40.2	48.4	53.7			
337	With what frequency do students seek placement counseling from faculty?							
	(a) High	X	37.7	40.9	47.1			
	(b) Medium	X	35.4	29.5	31.4	1.84	-	
	(c) Low	X	26.9	29.5	21.6			
338	Do you follow-up on students you have assisted in getting jobs?	Yes	57.3	70.7	61.5	2.36	-	
340	How extensive are your employer contacts?							
	(a) Limited to local area	X	41.7	30.6	40.4			
	(b) Extend throughout country	X	26.1	38.9	27.7	2.50	-	
	(c) Include out-of-state employers	X	32.2	30.6	31.9			
342	With what frequency do employers contact you?							
	(a) High	X	27.0	23.4	13.5			
	(b) Medium	X	25.4	23.4	19.2	6.76	-	
	(c) Low	X	36.5	38.3	53.8			
	(d) Not at all	X	11.1	14.9	13.5			
	If called, how handled?							
343	(a) Refer student to employer	X	59.6	39.6	59.3	6.18	+	(.046)
344	(b) Refer employer to placement office	X	22.9	25.0	16.7	1.21	-	

*X indicates item checked

TABLE 4.5-2. (Cont.)

VAR.	QUESTION	ANS.	% Response STATE	PRIVATE	CHURCH	X^2	SIG.	
346	To what extent do professional faculty associations assist in placing students?							
	(a) High assistance	X*	15.1	14.6	10.2			
	(b) Moderate assistance	X	18.5	19.5	18.4	2.65	-	
	(c) Low assistance	X	31.1	31.7	24.5			
	(d) No assistance	X	35.3	34.1	46.9			
347	Does department have active alumni association?	Yes	65.1	61.9	72.5	1.33	-	
348	If YES, does it have active placement function?	Yes	13.3	21.1	20.8	1.05	-	
351	How familiar are you with the placement operation?							
	(a) High familiarity	X	49.3	38.3	50.0			
	(b) Medium familiarity	X	27.2	51.1	35.2	12.32	-	(.055)
	(c) Low familiarity	X	21.3	10.6	11.1			
	(d) Not familiar	X	2.2	0.0	3.7			
352	How frequent are your placement office contacts?							
	(a) High frequency	X	41.0	29.8	49.1			
	(b) Medium frequency	X	26.9	34.0	30.2	7.01	-	
	(c) Low frequency	X	26.1	34.0	17.0			
	(d) None	X	6.0	2.1	3.8			
353	Does placement office provide you with current employment data?	Yes	74.2	58.1	71.2	4.06	-	
354	How important is the placement function as viewed by college administration?							
	(a) High importance	X	65.5	41.5	58.0			
	(b) Moderate importance	X	22.1	48.8	24.0	13.37	+	(.038)
	(c) Low importance	X	9.7	9.8	16.0			
	(d) No importance	X	2.7	0.0	2.0			
355	Rate overall placement office effectiveness							
	(a) Outstanding	X	21.0	16.7	15.9			
	(b) Very good	X	52.4	33.3	54.5			
	(c) Mediocre	X	17.1	38.1	18.2	10.21	-	
	(d) Fair	X	4.8	7.1	4.5			
	(e) Poor	X	4.8	4.8	6.8			
356	Rate placement office effectiveness in placing students							
	(a) Excellent	X	39.1	17.9	26.3			
	(b) Good	X	45.7	43.6	42.1	17.26	++	(.008)
	(c) Fair	X	8.7	35.9	23.7			
	(d) Poor	X	6.5	2.6	7.9			
357	Is there a difference in placement services for black/white students?	Yes	13.0	14.8	0.0	5.91	-	(.052)
359	Do faculty members utilize placement office services?	Yes	15.5	14.7	8.5	1.40	-	

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

TABLE 4.5-3. ANALYSIS OF NON-PLACEMENT ADMINISTRATORS' RESPONSES - SOURCE OF SUPPORT AS INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response STATE	PRIVATE	CHURCH	X^2	SIG.
207	Is current placement office budget adequate?	Yes	28.0	80.0	50.0	5.25	- (.072)
208	Should placement office provide additional services?	Yes	85.2	66.7	40.0	7.51	+ (.023)
209	Are there problem areas encountered by the placement office which hinder the placement of students?	Yes	62.1	50.0	50.0	0.66	-
210	Rate the placement function to other factors in the total college educational process						
	(a) Most important	X*	13.3	16.7	23.1		
	(b) Very important	X	33.3	50.0	30.8		
	(c) Equally important	X	43.3	16.7	30.8	2.47	-
	(d) Low importance	X	10.0	16.7	15.4		
211	Job records on graduates kept by area of specialization	Yes	42.1	66.7	58.3	1.45	-
212	Procedure for feedback from graduates after they enter job market	Yes	57.9	66.7	50.0	0.47	-
213	Procedure for gathering info from employers who hired graduates	Yes	58.8	33.3	50.0	1.17	-
214	How involved are you in assisting students to find jobs?						
	(a) Deep involvement	X	12.5	16.7	16.7		
	(b) Moderate involvement	X	31.3	50.0	8.3		
	(c) Occasional involvement	X	46.9	16.7	33.3	9.35	-
	(d) Not involved	X	9.4	16.7	41.7		
	If involved, which form(s) does it take?						
215	(a) Direct counseling	X	45.5	33.3	23.1	2.05	-
216	(b) Involvement with placement office	X	30.3	16.7	23.1	0.61	-
217	(c) Soliciting prospective employers	X	24.3	33.3	23.1	0.26	-
218	(d) Involvement with alumni groups	X	12.1	16.7	23.1	0.87	-
220	How well is the placement office doing in placing graduates in jobs?						
	(a) Outstanding; almost all placed	X	22.7	16.7	40.0		
	(b) Very good; high degree of success	X	36.4	50.0	20.0		
	(c) O.K.; much improvement needed	X	31.8	33.3	40.0	3.68	-
	(d) Fair; not effective at present	X	9.1	0.0	0.0		
221	What is the overall effectiveness of the placement office?						
	(a) Outstanding	X	30.0	16.7	36.4		
	(b) Very good	X	30.0	66.7	27.3		
	(c) Mediocre	X	30.0	16.7	36.4	4.76	-
	(d) Only fair	X	10.0	0.0	0.0		

*X indicates item checked

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TABLE 4.5-4. ANALYSIS OF PLACEMENT STAFF RESPONSES - SOURCE OF SUPPORT AS INDEPENDENT VARIABLE

QUESTIONS*	ANS.	% Response STATE	PRIVATE	CHURCH	X^2	SIG.
11. What is nature of contact between placement office and students?	Formal	75	0	80	4.65	- (.098)
12. What is average number of contacts between student and placement office in placing student in a job?	1-3	38	0	50	2.08	-
15. Does college have a career counseling service separate from the placement office?	Yes	67	60	17	4.61	- (.100)
16. Do you provide special services for black students? For white students?	Yes	11	20	17	0.31	-
17. Are you aware of faculty members involved in career counseling and/or assisting students in finding jobs?	Yes	78	67	100	1.91	-
20. Do you think it beneficial to have faculty involved in career counseling and job placement?	Yes	94	100	100	0.69	-
21. If YES, do you have a program for involving faculty in placement?	Yes	38	17	50	1.50	-
24. Do you have adequate facilities for the various placement office functions, such as Career Day activities, visiting recruiter activities?	Yes	50	0	67	5.40	- (.067)
25. How would you classify the response from employers in supplying the following services?						
(a) Job information	Excellent	38	67	33	1.80	-
(b) On-campus recruiters	Excellent	50	0	17	5.84	- (.054)
(c) Participation in Career-Day activities	Excellent	55	0	50	3.74	-
26. Are you experiencing budget limitations that affect the placement office's ability to contact employers --such as printing or communication costs--and funds for attending meetings and purchasing publications?	Yes	38	50	67	1.53	-
27. Does budget provide for adequate staff to carry out activities of the placement office?	Yes	33	33	33	0.00	-
28. Is your geographic location, with respect to the distance to major employment centers, a significant factor in your ability to place students in jobs?	Yes	56	17	67	3.56	-
29. Is academic reputation of college an important factor in your ability to place students in jobs?	Yes	88	0	83	0.99	-
30. Does the importance of academic reputation hold true for all majors?	Yes	64	100	100	3.70	-
31. What effect does the size of your college have on your ability to place students in jobs?	Significant	33	50	50	0.83	-

TABLE 4.5-4. (Cont.)

QUESTIONS*	ANS.	% Response STATE	PRIVATE	CHURCH	X^2	SIG.	
32. What percent of staff time is devoted to finding jobs in the following categories:							
(a) Part-time	0-25	86	100	100	1.22	-	
(b) Summer jobs	0-25	86	100	100	1.22	-	
(c) Full-time	75-100	29	75	75	3.23	-	
33. Do you keep information on any of the following performance measures?							
(a) Expenditure per student enrolled	Yes	8	0	0	0.70	-	
(b) Expenditure per student counseled	Yes	8	0	0	0.70	-	
(c) Number/percentage of student body using services	Yes	55	100	50	1.66	-	
(d) Ratio of students counseled to students placed	Yes	9	50	17	2.14	-	
(e) Ratio of students interviewed by recruiters to students placed	Yes	33	50	50	0.56	-	
34. Are there instances where you refrain from referring black students/white students to certain employers?	Yes	19	60	0	5.95	-	(.051)
35. What procedures are used to follow-up graduates that move into the job market?							
(a) Handout questionnaire to those placed	X**	0	50	40	7.21	-	(.027)
(b) Mailed questionnaire to those placed	X	15	25	0	1.26	-	
(c) Mailed questionnaire to all graduates	X	38	50	60	0.72	-	
(d) Follow-up questionnaire 1-3 yrs. after placement	X	23	0	0	2.40	-	
36. Does your college participate in a Co-op program?	Yes	53	80	33	2.39	-	
38. Specialized placement services (e.g., education or engineering) in addition to general placement office?	Yes	44	33	17	1.53	-	
38a. Are departments organized to work with placement office?	Yes	46	0	0	3.46	-	
39. Do you work with private employment agencies in area?	Yes	27	0	40	2.34	-	
41. Placement office maintains and uses list of prominent alumni who may be called to speak to students?	Yes	13	40	67	5.97	-	(.051)
43. What description best fits overall effectiveness of placement office at present?	Very good/ Outstanding	50	33	80	2.43	-	

* All questions numbered as they appeared on questionnaire completed by placement staff?

** X indicates items checked

TABLE 4.5-5. ANALYSIS OF EMPLOYER RESPONSES - SOURCE OF SUPPORT AS THE INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response STATE	PRIVATE	CHURCH	X^2	SIG.	
604	Motivation for recruiting at college?							
	(a) Invitation by college	X*	15.0	10.6	36.0			
	(b) Policy decision by company	X	68.7	72.3	57.3	21.88	+++	(.0002)
	(c) Difficulty in filling openings	X	16.3	17.0	6.7			
605	Satisfied with placement service	Yes	85.9	89.7	88.3	1.29	-	
606	Rate assistance relative to other colleges at which you recruit							
	(a) Excellent	X	33.2	32.5	34.7			
	(b) Good	X	46.0	46.1	51.0	5.55	-	
	(c) Fair	X	15.8	18.8	9.2			
	(d) Poor	X	5.0	2.6	5.1			
609	Rate the placement office performance in presenting graduates to recruiters							
	(a) Excellent	X	25.4	25.5	25.2			
	(b) Good	X	48.3	45.1	48.6	2.30	-	
	(c) Fair	X	22.0	25.5	19.6			
	(d) Poor	X	4.3	3.9	6.5			
610	Compare placement office presentation of students							
	(a) Above average	X	39.5	32.0	41.7			
	(b) Average	X	51.0	57.5	47.2	3.54	-	
	(c) Below average	X	9.5	10.5	11.1			
611	Does placement office request list of openings?	Yes	41.8	50.0	50.0	3.10	-	
612	If YES, how often?	Yrly.	60.5	76.0	64.4	4.33	-	
613	How do you respond to requests?	Mail	83.9	85.7	84.4	0.10	-	
614	Satisfied with employees from this college?	Yes	87.2	83.9	88.9	1.13	-	
615	Inform placement office on progress of former students now in your employ?	Yes	42.4	30.4	48.4	7.86	+	(.020)
616	Has placement office requested opinion on progress of their ex-students?	Yes	36.3	24.4	45.1	10.47	++	(.0053)
617	Has college asked for donations?	Yes	19.6	24.2	12.7	5.29	-	(.071)
618	Has college asked for Career-Day speakers?	Yes	43.0	40.9	45.7	0.59	-	
619	Did you send Career-Day speakers?	Yes	80.0	68.1	83.0	4.79	-	(.091)
	Most important criteria for decision to recruit at a particular college							
620	(a) School located near company	X	28.8	28.5	29.2	0.02	-	
621	(b) Noted for excellence of students	X	50.7	51.9	43.4	2.19	-	
622	(c) Curriculum matched to needed skills	X	57.5	57.6	46.0	4.68	-	(.096)
623	(d) Visit requested by placement office	X	11.9	15.2	20.4	4.25	-	
624	(e) Company wishes to hire blacks	X	34.7	38.0	30.1	1.81	-	
625	(f) Satisfied with recruited employees	X	41.1	45.6	44.2	0.81	-	
632	Is company satisfied with placement office in general?	Yes	92.1	97.4	96.2	5.73	-	(.057)
	What are regular recruitment sources?							
633	(a) Public employment agencies	X	38.8	42.4	38.1	0.68	-	
634	(b) Private employment agencies	X	37.0	41.8	28.3	5.19	-	(.075)
635	(c) Media advertising	X	53.4	61.4	46.0	6.39	+	(.041)
636	(d) College placement office	X	93.2	93.0	83.2	10.25	++	(.0059)
638	Satisfied with current recruiting procedures?	Yes	91.2	90.3	93.5	0.84	-	
639	Do you contemplate changing recruitment practices?	Yes	27.1	33.1	14.2	11.80	++	(.0027)

*X indicates item checked

TABLE 4.5-5. (Cont.)

VAR.	QUESTION	ANS.	STATE	PRIVATE	CHURCH	X^2	SIG.	
640	Extent to which your company uses college placement offices to fill employment needs							
	(a) Use extensively	X	68.1	63.0	56.4			
	(b) Use occasionally	X	30.1	31.8	33.6	14.09	+	(.029)
	(c) Seldom use	X	1.9	4.5	7.3			
	(d) Never use	X	0.0	0.6	2.7			
641	If seldom used, why?							
	(a) Seldom contacted	X	38.5	22.2	12.5			
	(b) Past experience not satisfactory	X	38.5	11.1	0.0	10.67	+	(.031)
	(c) Limited recruiting budget	X	23.1	66.7	87.5			
648	Level of recruitment invitation							
	(a) Frequent	X	41.9	47.5	36.9			
	(b) Occasional	X	50.2	44.0	53.4	3.08	-	
	(c) None	X	7.9	8.5	9.7			
	How does company respond to invitation?							
649	(a) Accepts and sends recruiters	X	53.9	41.8	59.3	9.21	++	(.010)
650	(b) Sends recruiting materials	X	46.6	43.7	48.7	0.70	-	
651	(c) Rejects invitation	X	15.1	17.7	5.3	9.25	++	(.0098)
652	(d) Do not respond to invitation	X	5.5	5.1	2.7	1.40	-	
653	(e) Requests relevant resumes	X	11.0	11.4	10.6	0.04	-	
	If rejects or does not respond to invitation, why?							
655	(a) Limited recruitment budget	X	10.0	13.9	8.8	2.11	-	
656	(b) Dissatisfied with previous hires	X	1.8	3.2	0.0	3.66	-	
657	(c) No openings	X	6.4	9.5	2.7	5.06	-	(.080)
659	Does placement office relationship influence campus visits?	Yes	51.5	59.5	41.0	8.43	+	(.015)
660	Have you ever interviewed on a black campus?	Yes	88.5	95.4	86.2	7.78	+	(.026)
	If NO, why?							
661	(a) Never invited	X	4.1	0.6	4.4	4.66	-	(.097)
662	(b) School too far away	X	3.7	0.0	4.4	6.53	+	(.038)
663	(c) Curriculum mismatched to needs	X	0.9	0.0	0.0	2.48	-	
664	(d) Scholastic ranking of school	X	0.5	0.0	0.0	1.24	-	

Significance Code:

- \- = Not significant.
- \+ = Significant at 95% confidence level.
- ++ = Significant at 99% confidence level.
- +++ = Significant at 99.9% confidence level.

The placement office was used significantly less often at state-supported colleges for all functions than was the use at the other two types of colleges. Also, church-supported schools provided significantly more job interviews for students during each of the first three collegiate years, while private schools had significantly more interviews during senior years.

Placement counseling by instructors was done significantly less often at private colleges. A significantly larger number of summer jobs were evidenced at private schools. (Also, a significantly lower response on whether job was related to major field.) Relevancy of courses to career field was also given a significantly lower rating at private schools.

The state colleges had the highest rating for the placement office's ability to attract recruiters, both generally and in a specific field.

Over 76% of private school students felt that their job would come from their own efforts, while the probability of a relative's or friend's assistance in aiding to get the first job was the greatest at private schools. Students at private schools were the most willing group to accept an out-of-state job, while those at state colleges were significantly less willing.

The overall table of comparative test results is given as Table 4.5-1.

4.5.2 Analysis of Faculty Responses

There were only a few significant comparisons here because of the limited sample size.

The state college placement offices were rated highest in placing students, while private schools, as a group, had the lowest rating. The state school placement offices were also viewed as being the most important by the college administration.

The faculties differed significantly on which type of increased involvement would be the most effective in placing more students. Private schools were almost 2-to-1 more in favor of increased counseling (the most significant difference observed on the entire questionnaire). Both state and church schools gave more employer contacts as their number one choice.

Both state school and church school faculty members are currently doing significantly more student referrals to employers than are private school faculty. Table 4.5-2 presents the full tabulation of faculty statistical comparisons.

4.5.3 Analysis of Non-Placement Administrator Responses

Only one result manifested itself as statistically significant. 85% of state college administration felt that additional placement office services were needed, compared to 2/3 of private college administration and only 40% of the church college administration. The tabulation of statistical comparisons made for this analysis is given in Table 4.5-3.

4.5.4 Analysis of Placement Office Staff Responses

None of the comparisons yielded a statistically significant result, as can be seen from Table 4.5-4. Sample sizes were very small, however.

4.5.5 Analysis of Employer Responses

All three employer groups (state, church, private) were about equally satisfied with current recruiting procedures, with the employees hired from the respective colleges, and also with the placement office in general. Several other comparisons of lesser importance, however, can be identified in Table 4.5-5.

4.6 ANALYSIS OF RESPONSES FROM BLACK COLLEGES VS. WHITE COLLEGES

An analysis was made to determine if significant differences could be discovered when the responses from respondents at black colleges were compared with responses from respondents at white colleges. The thinking being that if systematic differences do exist in terms of how the placement offices operate; in terms of administrative policy relative to placement offices; in terms of the interface between the placement offices and their external and internal environments; etc., that significant differences should show up in the responses from the various groups interviewed at the two types of colleges.

In order to perform the subject analysis, all fifteen black colleges were grouped together by questionnaire type, all fifteen white colleges were grouped together by questionnaire type, and respective responses to each type questionnaire were compared with each other. The analysis of the responses can be seen in the subparagraphs that follow.

4.6.1 Analysis of Faculty Responses

Table 4.6-1 presents the statistical comparison of black college faculty responses vs. white college faculty responses. The white college faculty claimed to be more helpful in providing direct student counseling and job referrals while the black college faculty indicated that they were involved to a greater degree with the placement office itself.

Perhaps as a corollary to this, on an overall basis, black college faculty rated the overall effectiveness of the placement office higher than did their white counterparts.

TABLE 4.6-1. ANALYSIS OF FACULTY RESPONSES - BLACK COLLEGES VS. WHITE COLLEGES

VAR.	QUESTION	ANS.	% Response BLACK COLLEGE	% Response WHITE COLLEGE	x^2	SIG.	
305	Does your department have formal placement service for students?	Yes	27.7	22.8	0.51	-	
307	Does faculty play active role in the department's efforts?	Yes	81.0	86.4	0.29	-	
308	Does faculty have responsibility to help students find jobs?	Yes	85.7	90.4	0.84	-	
	If YES, which of the following would be most effective?						
309	(a) More counseling	X*	37.6	47.6	2.09	-	
310	(b) More employer contacts	X	40.2	43.7	0.18	-	
311	(c) More involvement with placement office	X	28.2	18.3	2.85	-	(.091
312	(d) Career-Day programs	X	22.2	15.1	1.61	-	
314	Do you ever help students to find jobs?	Yes	90.4	95.2	1.41	-	
	If YES, how?						
315	(a) Counseling	X	55.6	68.3	3.64	-	(.056)
316	(b) Employer referrals	X	60.7	76.2	6.08	+	(.014)
318	How involved in aiding students?						
	(a) High	X	37.1	48.7			
	(b) Moderate	X	37.1	26.1	4.14	-	
	(c) Low	X	25.9	25.2			
319	To what extent is career aspect of field stressed in your classes?						
	(a) High	X	51.3	52.1			
	(b) Moderate	X	23.0	16.2			
	(c) Light	X	16.8	24.8	3.40	-	
	(d) Not covered	X	8.8	6.8			
335	Ever call employers on student behalf?	Yes	68.8	76.3	1.28	-	
336	If YES, with what frequency?						
	(a) High	X	17.7	20.0			
	(b) Moderate	X	39.2	33.3	0.65	-	
	(c) Low	X	43.0	46.7			
337	With what frequency do students seek placement counseling from faculty?						
	(a) High	X	28.4	51.7			
	(b) Medium	X	42.2	25.0	13.31	++	(.0013)
	(c) Low	X	29.4	23.3			
338	Do you follow-up on students you have assisted in getting jobs?	Yes	62.1	59.6	0.06	-	
340	How extensive are your employer contacts?						
	(a) Limited to local area	X	33.7	45.0			
	(b) Extend throughout country	X	32.7	25.0	2.83	-	
	(c) Include out-of-state employers	X	33.7	30.0			
342	With what frequency do employers contact you?						
	(a) High	X	18.6	27.7			
	(b) Medium	X	27.4	19.6			
	(c) Low	X	38.9	42.9	4.91	-	
	(d) Not at all	X	15.0	9.8			
	If called, how handled?						
343	(a) Refer student to employer	X	51.3	59.5	1.35	-	
344	(b) Refer employer to placement office	X	20.7	23.0	0.08	-	

TABLE 4.6-1. (Cont.)

VAR.	QUESTION	ANS.	% Response BLACK COLLEGE	% Response WHITE COLLEGE	X^2	SIG.	
346	To what extent do professional faculty associations assist in placing students?						
	(a) High assistance	X	13.9	13.9			
	(b) Moderate assistance	X	18.8	18.5	.004	-	
	(c) Low assistance	X	29.7	29.6			
	(d) No assistance	X	37.6	38.0			
347	Does department have active alumni association?	Yes	72.6	60.2	3.26	-	(.071)
348	If YES, does it have active placement function?	Yes	15.9	16.9	0.02	-	
351	How familiar are you with the placement operation?						
	(a) High familiarity	X	52.6	42.1			
	(b) Medium familiarity	X	35.1	32.2	7.44	-	
	(c) Low familiarity	X	10.3	23.1			
	(d) Not familiar	X	1.7	2.5			
352	How frequent are your placement office contacts?						
	(a) High frequency	X	48.7	32.5			
	(b) Medium frequency	X	30.8	27.4	12.19	++	(.007)
	(c) Low frequency	X	16.2	35.0			
	(d) None	X	4.3	5.1			
353	Does placement office provide you with current employment data?	Yes	80.9	60.7	10.20	++	(.0014)
354	How important is the placement function as viewed by college administration?						
	(a) High importance	X	66.7	50.5			
	(b) Moderate importance	X	25.7	30.3	8.58	+	(.035)
	(c) Low importance	X	5.7	17.2			
	(d) No importance	X	1.9	2.0			
355	Rate overall placement office effectiveness						
	(a) Excellent	X	20.6	16.9			
	(b) Very good	X	55.9	40.4			
	(c) Mediocre	X	16.7	28.1	8.42	-	(.077)
	(d) Fair	X	2.9	7.9			
	(e) Poor	X	3.9	6.7			
356	Rate placement office effectiveness in placing students						
	(a) Excellent	X	36.7	23.9			
	(b) Good	X	43.9	45.1	8.21	+	(.042)
	(c) Fair	X	17.3	19.7			
	(d) Poor	X	2.0	11.3			
357	Is there a difference in placement services for black/white students?	Yes	12.8	7.5	0.71	-	
359	Do faculty members utilize placement office services?	Yes	22.6	6.0	9.37	++	(.0022)

4.6.2 Analysis of Non-Placement Administrator Responses

Table 4.6-2 presents the black college vs. white college statistical comparisons for this questionnaire grouping.

The black college administrators indicated more involvement in providing student job assistance than did their white counterparts. Twenty-five percent of black college faculty claimed "deep" involvement compared to less than 4% for the white college faculty, a result that was found to be statistically significant.

Although none of the other comparisons were statistically significant due to the small sample sizes involved, the pattern of higher black college rating of placement office effectiveness, as well as a higher rating of the placement office function within the total college process, was quite evident.

4.6.3 Analysis of Placement Office Staff Responses

In general, the sample sizes for this group at both black and white colleges were too small to provide statistical significance in the various tests made. There were only two questions where a statistically significant difference could be established between black vs. white colleges.

a) Significantly more black colleges stated that they had a definite placement program involving faculty in the placement process, 57% compared to 28%.

b) Eighty-six percent of the black colleges were participating in a Co-op program compared to only 28% of the white colleges (significant at 99% confidence level).

Table 4.6-3 provides a detailed tabulation of the statistical comparisons made.

TABLE 4.6-2. ANALYSIS OF NON-PLACEMENT ADMINISTRATORS' RESPONSES - BLACK COLLEGES VS. WHITE COLLEGES

VAR.	QUESTION	ANS.	% Response BLACK COLLEGES	% Response WHITE COLLEGES	X^2	SIG.	
207	Is current placement office budget adequate?	Yes	30.0	50.0	0.94	-	
208	Should placement office provide additional services?	Yes	85.0	60.9	2.01	-	
209	Are there problem areas encountered by the placement office which hinder the placement of students?	Yes	52.4	61.5	0.11	-	
210	Rate the placement function to other factors in the total college educational process						
	(a) Most important	X*	21.7	11.5			
	(b) Very important	X	39.1	30.8	3.28	-	
	(c) Equally important	X	34.8	38.5			
	(d) Low importance	X	4.3	19.2			
211	Job records on graduates kept by area of specialization	Yes	50.0	52.9	0.02	-	
212	Procedure for feedback from graduates after they enter job market	Yes	66.7	47.4	0.73	-	
213	Procedure for gathering info from employers who hired graduates	Yes	50.0	52.9	0.03	-	
214	How involved are you in assisting students to find jobs?						
	(a) Deep involvement	X	25.0	3.8			
	(b) Moderate involvement	X	37.5	19.2	8.85	+	(.031)
	(c) Occasional involvement	X	25.0	53.8			
	(d) Not involved	X	12.5	23.1			
	If involved, which form(s) does it take?						
215	(a) Direct counseling	X	45.8	32.1	0.53	-	
216	(b) Involvement with placement office	X	41.7	14.3	3.63	-	(.057)
217	(c) Soliciting prospective employers	X	33.3	17.9	0.93	-	
218	(d) Involvement with alumni groups	X	20.8	10.7	0.39	-	
220	How well is the placement office doing in placing graduates in jobs?						
	(a) Outstanding; almost all placed	X	25.0	27.8			
	(b) Very good; high degree of success	X	35.0	33.3	2.67	-	
	(c) O.K.; much improvement needed	X	40.0	27.8			
	(d) Fair; not effective at present	X	0.0	11.1			
221	What is the overall effectiveness of the placement office?						
	(a) Outstanding	X	35.0	23.5			
	(b) Very good	X	35.0	35.3	0.75	-	
	(c) Mediocre	X	25.0	35.3			
	(d) Only fair	X	5.0	5.9			

*X indicates item checked

TABLE 4.6-3. ANALYSIS OF PLACEMENT OFFICE STAFF RESPONSES - BLACK COLLEGES VS. WHITE COLLEGES

QUESTIONS*	ANS.	% Response BLACK	% Response WHITE	X^2	SIG.
11. What is nature of contact between placement office and students?	Formal	75	57	0.03	-
12. What is average number of contacts between student and placement office in placing student in a job?	1-3	33	38	0.08	-
15. Does college have a career counseling service separate from the placement office?	Yes	53	57	0.03	-
16. Do you provide special services for black students? For white students?	Yes	7	21	0.38	-
17. Are you aware of faculty members involved in career counseling and/or assisting students in finding jobs?	Yes	92	79	0.21	-
20. Do you think it beneficial to have faculty involved in career counseling and job placement?	Yes	93	100	0.00	-
21. If YES, do you have a program for involving faculty in placement?	Yes	57	28	3.89	+ (.049)
24. Do you have adequate facilities for the various placement office functions, such as Career-Day activities, visiting-recruiter activities?	Yes	38	50	0.05	-
25. How would you classify the response from employers in supplying the following services?					
(a) Job information	Excellent	47	38	0.00	-
(b) On-campus recruiters	Excellent	47	15	1.85	-
(c) Participation in Career-Day activities	Excellent	54	25	0.71	-
26. Are you experiencing budget limitations that affect the placement office's ability to contact employers --such as printing or communication costs--and funds for attending meetings and purchasing publications?	Yes	50	50	0.14	-
27. Does budget provide for adequate staff to carry out activities of the placement office?	Yes	27	40	0.15	-
28. Is your geographic location, with respect to the distance to major employment centers, a significant factor in ability to place students in jobs?	Yes	47	53	0.00	-
29. Is academic reputation of college an important factor in ability to place students in jobs?	Yes	87	93	0.00	-
30. Does the importance of academic reputation hold true for all majors?	Yes	92	60	1.57	-
31. What effect does the size of your college have on your ability to place students in jobs?	Significant	47	33	0.14	-

TABLE 4.6-3. (Cont.)

QUESTIONS*	ANS.	BLACK	WHITE	X^2	SIG.
32. What percent of staff time is devoted to finding jobs in the following categories:					
(a) Part-time	0-25	100	75	0.44	-
(b) Summer jobs	0-25	100	88	0.00	-
(c) Full-time	75-100	55	50	0.10	-
33. Do you keep information on any of the following performance measures?					
(a) Expenditure per student enrolled	Yes	9	0	0.01	-
(b) Expenditure per student counseled	Yes	9	0	0.01	-
(c) Number/percentage of student body using services	Yes	70	44	0.44	-
(d) Ratio of students counseled to students placed	Yes	30	0	1.35	-
(e) Ratio of students interviewed by recruiters to students placed	Yes	64	11	3.71	- (.054)
34. Are there instances where you refrain from referring black students/white students to certain employers?	Yes	36	8	1.66	-
35. What procedures are used to follow-up graduates that move into the job market?					
(a) Handout questionnaire to those placed	X**	9	9	0.55	-
(b) Mailed questionnaire to those placed	X	18	9	0.00	-
(c) Mailed questionnaire to all graduates	X	73	55	0.20	-
(d) Follow-up questionnaire 1-3 yrs. after placement	X	9	18	0.00	-
36. Does your college participate in a Co-op program?	Yes	86	28	7.15	++ (.008)
38. Specialized placement services (e.g., education or engineering) in addition to general placement office?	Yes	33	40	0.00	-
38a. Are departments organized to work with placement office?	Yes	22	44	0.25	-
39. Do you work with private employment agencies in area?	Yes	33	15	0.34	-
41. Placement office maintains and uses list of prominent alumni who may be called to speak to students?	Yes	38	23	0.18	-
43. What description best fits overall effectiveness of placement office at present?	Very good/ Outstanding	50	54	0.03	-

* All questions numbered as they appeared on questionnaire completed by placement staff

** X indicates items checked

4.6.4 Analysis of Employer Responses

The analyses determined many significant differences between the responses of employers recruiting at black colleges as compared to the responses of those recruiting at white colleges. This can be seen in the tabulation of the analyses in Table 4.6-4.

The employers who recruit at white colleges, as a group, were significantly more satisfied with the assistance they receive both from the placement office and from the colleges in general than their counterparts who recruit at black colleges. (It must be realized that in many instances the same companies recruit at both black and white colleges; 36% rated the white colleges "excellent" in this regard, compared to less than 17% for black colleges.)

The employers were asked to rate six criteria that determine their reasons for choosing a college for recruiting activity. There was substantial agreement on all criteria with the exception of "the company wishes to hire black graduates." For this latter criteria, 44.5% of those companies recruiting at black colleges checked this criteria as a motivating factor while only 22.5% of those recruiting at white colleges checked this as a motivating criteria. This difference was significant in excess of the 99.9% confidence level.

Companies recruiting at black colleges indicated a significantly higher rate in their use of both "public employment agencies" and "media advertising" in their normal hiring practices. However, an identical 90.8% of each group (recruiters at white colleges and recruiters at black colleges) indicated that they make regular use of the college placement offices.

TABLE 4.6-4. ANALYSIS OF EMPLOYER RESPONSES - BLACK COLLEGES VS. WHITE COLLEGES

VAR.	QUESTION	ANS.	% Response BLACK COLLEGE	% Response WHITE COLLEGE	x^2	SIG.	
604	Motivation for recruiting at college?						
	(a) Invitation by college	X*	18.4	19.0			
	(b) Policy decision by company	X	71.5	61.3	6.29	+	(.043)
	(c) Difficulty in filling openings	X	10.1	19.7			
605	Satisfied with placement service	Yes	83.0	93.4	10.82	++	(.001)
606	Rate assistance relative to other colleges at which you recruit						
	(a) Excellent	X	21.7	46.7			
	(b) Good	X	52.0	41.4	36.11	+++	(.0000)
	(c) Fair	X	20.1	10.0			
	(d) Poor	X	6.1	1.9			
609	Rate the placement office performance in presenting graduates to recruiters						
	(a) Excellent	X	16.6	36.2			
	(b) Good	X	47.9	46.7	32.07	+++	(.0000)
	(c) Fair	X	29.7	13.8			
	(d) Poor	X	5.8	3.3			
610	Compare placement office presentation of students						
	(a) Above average	X	27.1	50.2			
	(b) Average	X	58.1	45.1	31.91	+++	(.0000)
	(c) Below average	X	14.7	4.7			
611	Does placement office request list of openings?	Yes	44.7	48.3	0.47	-	
612	If YES, how often?	Yrly.	70.5	63.7	0.72	-	
613	How do you respond to requests?	Mail	85.5	83.7	0.02	-	
614	Satisfied with employees from this college?	Yes	83.2	89.8	2.82	-	(.093)
615	Inform placement office on progress of former students now in your employ?	Yes	41.2	38.7	0.17	-	
616	Has placement office requested opinion on progress of their ex-students?	Yes	37.6	31.3	1.48	-	
617	Has college asked for donations?	Yes	23.8	14.0	6.43	+	(.011)
618	Has college asked for Career-Day speakers?	Yes	51.8	32.1	17.45	+++	(.0000)
619	Did you send Career-Day speakers?	Yes	75.9	78.5	0.07	-	
	Most important criteria for decision to recruit at a particular college						
620	(a) School located near company	X	26.8	31.2	0.92	-	
621	(b) Noted for excellence of students	X	45.6	54.1	3.20	-	(.074)
622	(c) Curriculum matched to needed skills	X	54.4	55.5	0.02	-	
623	(d) Visit requested by placement office	X	15.4	14.2	0.06	-	
624	(e) Company wishes to hire blacks	X	44.5	22.5	24.91	+++	(.0000)
625	(f) Satisfied with recruited employees	X	42.6	44.0	0.05	-	
632	Is company satisfied with placement office in general?	Yes	93.9	95.8	0.49	-	
	What are regular recruitment sources?						
633	(a) Public employment agencies	X	47.4	30.3	14.15	+++	(.0002)
634	(b) Private employment agencies	X	40.4	31.7	3.66	-	(.056)
635	(c) Media advertising	X	59.9	47.2	7.34	++	(.0068)
636	(d) College placement offices	X	90.8	90.8	0.02	-	
638	Satisfied with current recruiting procedures?	Yes	90.6	92.5	0.32	-	
639	Do you contemplate changing recruitment practices?	Yes	27.3	24.6	0.30	-	

*X indicates item checked

TABLE 4.6-4. (Cont.)

VAR.	QUESTION	ANS.	% Response BLACK COLLEGE	% Response WHITE COLLEGE	X^2	SIG.	
640	Extent to which your company uses college placement offices to fill employment needs						
	(a) Use extensively	X	63.0	64.7			
	(b) Use occasionally	X	32.8	29.8	2.36	-	
	(c) Seldom use	X	3.0	5.1			
	(d) Never use	X	1.1	0.5			
641	If seldom used, why?						
	(a) Seldom contacted	X	21.1	30.0			
	(b) Past experience not satisfactory	X	21.1	15.0	0.52	-	
	(c) Limited recruiting budget	X	57.9	55.0			
648	Level of recruitment invitation						
	(a) Frequent	X	44.4	40.2			
	(b) Occasional	X	49.6	48.2	4.43	-	
	(c) None	X	6.0	11.6			
	How does company respond to invitation?						
649	(a) Accepts and sends recruiters	X	51.5	50.9	0.00	-	
650	(b) Sends recruiting materials	X	48.9	42.7	1.65	-	
651	(c) Rejects invitation	X	16.9	9.6	4.83	+	(.028)
652	(d) Do not respond to invitation	X	3.7	6.0	0.95	-	
653	(e) Requests relevant resumes	X	9.9	12.4	0.52	-	
	If rejects or does not respond to invitation, why?						
655	(a) Limited recruitment budget	X	11.8	10.1	0.20	-	
656	(b) Dissatisfied with previous hires	X	1.8	1.8	0.11	-	
657	(c) No openings	X	7.7	5.0	1.01	-	
659	Does placement office relationship influence campus visits?	Yes	52.8	50.2	0.20	-	
660	Have you ever interviewed on a black campus?	Yes	96.3	82.5	23.75	+++	(.0000)
	If NO, why?						
661	(a) Never invited	X	0.4	6.4	12.98	+++	(.0003)
662	(b) School too far away	X	0.4	5.5	10.46	++	(.0012)
663	(c) Curriculum mismatched to needs	X	0.0	0.9	0.76	-	
664	(d) Scholastic ranking of school	X	0.0	0.5	0.01	-	

4.7 OVERALL ANALYSIS OF QUESTIONNAIRE RESPONSES - COLLEGE SIZE AS THE INDEPENDENT VARIABLE

An analysis was made to determine if the size of the college was a determining factor in the opinion manifested by the respondents to the questionnaires. Even though most of the colleges visited could be consideredsmall in an absolute sense, on a relative basis it was quite feasible to divide the colleges into three distinct size groupings to investigate the influence of size on the survey respondents. The three levels established for this analysis were established as follows:

Small - enrollment < 1500
Medium - enrollment ≥ 1500 but < 5000
Large - enrollment ≥ 5000

With the three levels as just described, there were nine colleges in the small group, fourteen in the medium group, and seven qualifying for the large group. Having grouped the colleges according to their size, an analysis was made by combining the responses by questionnaire type and analyzing the results. The outcome of the analysis can be seen as follows.

4.7.1 Analysis of Student Responses

Students at small colleges were more aware, as a group, of the placement office; they made significantly more usage of it, in all its capacities throughout all four college years; and rated its overall effectiveness higher than did the larger schools. Placement office usage rates did not differ significantly between the medium and large schools.

Significantly more students at small colleges became aware of the placement office by school orientation programs while students at medium and large schools indicated, in significantly larger frequencies, that they acquired their awareness of the placement office from fellow students.

Students at small colleges also were significantly more aware of present job demand, future job projections, and prevailing starting salaries which came primarily from their contact with the placement office.

The complete tabulation of this analysis is presented in Table 4.7-1.

4.7.2 Analysis of Faculty Responses

There were very few significant differences in the responses given by faculty members when said responses were analyzed as a function of college size. The faculty members at small colleges indicated that the employers with whom they are in contact are limited mostly to the respective local areas of said faculty members. At the medium and large colleges, the faculty responded, at a significantly higher rate, that the employers with whom they are in contact extend throughout the country. On the other hand, the frequency with which faculty members indicated that employers contact them directly, when searching for qualified students, was significantly lower for small colleges than for medium or large colleges.

According to the various groups of faculty members, the larger the college the more importance that is placed on the placement function by college administrative officials. Regardless of this though, the ratings of the overall effectiveness of the placement office did not differ significantly from one group of faculty to another.

The complete tabulation of the analyses is presented in Table 4.7-2.

TABLE 4.7-1. ANALYSIS OF STUDENT RESPONSES - SIZE OF COLLEGE AS THE INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response <1500	1500-5000	>5000	X^2	SIG.	
405	Accept job in another state?	Yes	87.3	75.9	88.8	49.5	+++	(.0000)
409	Aware of placement office?	Yes	97.4	92.9	93.8	21.38	+++	(.0000)
	How you became aware of placement office?							
410	(a) school orientation	X*	58.0	38.9	35.2	104.0	+++	(.0000)
411	(b) interview counseling	X	17.8	18.5	19.5	0.74	-	
412	(c) from fellow students	X	21.0	29.7	29.5	23.00	+++	(.0000)
414	How familiar with placement office?	Very	27.7	18.0	22.5			
		Mod.	53.3	55.2	50.9	37.27	+++	(.0000)
		Not	19.0	26.8	26.6			
415	Ever used placement office?	Yes	62.5	50.3	51.2	33.9	+++	(.0000)
416	(a) career planning counseling	X	15.8	8.7	8.3	33.4	+++	(.0000)
417	(b) interview counseling	X	24.8	15.1	15.0	38.8	+++	(.0000)
418	(c) job placement counseling	X	24.6	15.0	17.1	33.1	+++	(.0000)
419	(d) assistance with resume	X	29.7	13.0	14.6	106.0	+++	(.0000)
420	(e) employer interviews	X	35.7	24.4	31.8	34.25	+++	(.0000)
422	Number of job interviews from placement office	0	38.6	50.2	43.1			
		1-2	22.7	24.9	19.3			
		3-5	19.7	14.7	16.2	58.0	+++	(.0000)
		6-10	12.7	7.0	11.3			
		11+	6.3	3.2	10.0			
	Interviewed in what year							
423	(a) freshman	X	4.1	1.9	1.1	17.44	+++	(.0002)
424	(b) sophomore	X	7.5	4.4	2.9	18.59	+++	(.0001)
425	(c) junior	X	14.5	10.6	7.7	18.75	+++	(.0001)
426	(d) senior	X	41.6	30.9	34.1	26.18	+++	(.0000)
427	Career counseling from instructors	X	56.4	51.9	50.8	6.11	+	(.047)
428	Career counseling from administrators	X	29.4	46.0	24.6	4.11	-	
430	Compare this counseling with career counseling received from placement office	Better	29.1	34.3	39.2			
		Same	63.9	60.9	55.8	8.64		(.071)
		Worse	7.1	4.8	5.0			
431	Placement counseling/instructors	X	32.6	30.8	32.3	0.90	-	
432	Placement counseling/college administrators	X	11.5	9.2	7.4	7.58	+	(.023)
434	Compare this counseling with placement counseling received from placement office	Better	26.8	35.4	38.5			
		Same	66.6	61.2	58.9	13.96	++	(.007)
		Worse	6.6	3.3	2.6			
435	Counseling from sources other than placement office aided in finding job	Yes	53.2	50.9	56.9	2.36	-	
436	Have or will have job by 6/75 (compared to 9/75)	Yes	67.5	69.9	72.1	1.64	-	
	Type of job							
437	(a) summer	X	17.3	9.0	13.0	33.59	+++	(.0000)
438	(b) part-time	X	6.0	8.5	9.5	7.46	+	(.024)
439	(c) work-study	X	2.1	3.2	1.8	4.61		(.100)
440	(d) Co-op	X	1.4	0.6	0.8	3.84	-	
441	(e) full-time	X	26.9	27.8	31.4	4.34	-	
443	Job related to major field	Yes	65.9	64.5	68.2	1.52	-	
444	Grade level college major decided on	1-8	8.4	10.2	6.5			
		9-10	8.5	6.3	6.4			
		11-12	20.7	19.5	25.2			
		Coll. 1	31.6	25.3	25.2	41.65	+++	(.0000)
		Coll. 2	21.6	23.3	22.9			
		Coll. 3	7.6	13.6	11.6			
		Coll. 4	1.4	1.8	2.1			

*X indicates item checked

TABLE 4.7-1. (Cont.)

VAR.	QUESTION	ANS.	% Response <1500	1500-5000	>5000	x^2	SIG.	
445	Most important factor in deciding career							
	(a) Own efforts	X	95.7	95.3	96.9			
	(b) Placement office	X	1.3	1.3	0.9			
	(c) Recruiting personnel	X	1.2	1.9	1.4	4.89	-	
	(d) State Employment Service	X	1.1	0.8	0.3			
	(e) Private employment agency	X	0.7	0.7	0.5			
446	Courses patterned toward career goal	Yes	88.1	92.1	90.9	9.50	++	(.009)
447	Relevancy of courses to career field							
	(a) Excellent	X	23.4	24.4	28.3			
	(b) Good	X	53.4	56.1	46.8	21.80	++	(.0013)
	(c) Fair	X	18.9	17.0	20.0			
	(d) Poor	X	4.4	2.5	4.8			
	How placement office disperses information							
448	(a) Bulletin board	X	69.9	70.6	64.7	8.28	+	(.016)
449	(b) School paper	X	27.4	27.3	31.4	4.35	-	
450	(c) Phone calls	X	8.1	5.4	4.5	10.36	++	(.006)
451	(d) By mail	X	54.3	28.5	21.3	225.5	+++	(.0000)
453	Placement office adequately informs students	Yes	27.2	37.5	38.7	27.2	+++	(.0000)
454	Overall current placement office effectiveness							
	(a) Outstanding	X	5.7	4.3	8.3			
	(b) Very good	X	47.7	39.8	41.4			
	(c) Mediocre	X	32.6	37.6	33.2	32.43	+++	(.0001)
	(d) Fair	X	10.9	11.6	11.2			
	(e) Poor	X	3.2	6.7	5.8			
467	Aware of present demand in field	Yes	85.2	82.3	81.9	3.98	-	
	How YES information obtained							
468	(a) Placement office	X	22.6	12.0	11.6	54.4	+++	(.0000)
469	(b) Instructors	X	47.4	49.5	49.2	.96	-	
470	(c) Recruiters	X	24.5	19.6	17.8	12.13	++	(.002)
474	Aware of future employment projections in field	Yes	73.2	69.9	72.1	3.31	-	
	How YES information obtained							
475	(a) Placement office	X	17.4	10.1	9.7	31.7	+++	(.0000)
476	(b) Instructors	X	39.9	44.5	42.5	4.45	-	
477	(c) Recruiters	X	19.1	16.3	17.4	2.75	-	
479	Aware of starting salaries in field	Yes	78.9	74.1	78.9	9.02	+	(.011)
	How YES information obtained							
480	(a) Placement office	X	15.0	9.5	10.4	16.40	+++	(.0003)
481	(b) Instructors	X	29.7	34.4	35.8	7.51	+	(.023)
482	(c) Recruiters	X	26.8	22.2	24.5	6.01	+	(.050)
484	Placement office actively searched for a job for you	Yes	14.6	11.3	13.2	4.52	-	
485	Placement office instrumental in finding job for you	Yes	22.7	16.6	19.8	10.83	++	(.0045)
	If YES, kind of job							
486	(a) Summer	X	4.8	3.3	5.2	5.21		(.074)
487	(b) Part-time	X	2.9	3.8	3.9	1.52	-	
488	(c) Full-time	X	16.7	10.9	15.1	17.1	+++	(.0002)
489	(d) Work-study	X	2.3	2.0	1.5	1.27	-	
491	Job related to major field	Yes	70.0	65.7	69.1	1.43	-	
492	Rate placement office effort to attract company recruiters							
	(a) Excellent	X	13.7	12.2	18.9			
	(b) Good	X	56.0	48.7	43.9	33.16	+++	(.0000)
	(c) Fair	X	26.2	31.6	29.0			
	(d) Poor	X	4.2	7.5	8.1			
493	Rate placement office success in attracting company recruiters in your field							
	(a) Excellent	X	10.5	11.7	18.5			
	(b) Good	X	33.3	38.4	33.9	2.98	+++	(.0000)
	(c) Fair	X	33.6	28.7	24.3			
	(d) Poor	X	22.6	21.3	23.4			

TABLE 4.7-1. (Cont.)

VAR.	QUESTION	ANS.	% Response <1500	1500-5000	>5000	x^2	SIG.	
494	Importance of placement function as viewed by college officials							
	(a) High	X	28.1	28.7	33.2			
	(b) Moderate	X	53.7	51.7	45.2	11.59	+	(.072)
	(c) Low	X	16.6	17.8	20.1			
	(d) None	X	1.6	1.9	1.6			
495	Are placement activities treated as a major component of the educational process?	Yes	41.5	38.4	43.3	4.72		(.094)
496	If NO, do you believe they should be?	Yes	93.3	93.0	93.4	0.06	-	
497	Rate the ability of the placement office to provide career counseling							
	(a) Excellent	X	10.1	8.4	12.9			
	(b) Good	X	46.5	46.0	37.8	20.98	++	(.0018)
	(c) Fair	X	33.7	32.9	34.1			
	(d) Poor	X	9.7	12.7	15.2			
498	Rate the ability of the placement office to provide job placement counseling							
	(a) Excellent	X	9.4	6.8	12.2			
	(b) Good	X	48.0	45.7	36.8	30.53	+++	(.0000)
	(c) Fair	X	33.4	33.5	36.2			
	(d) Poor	X	9.2	14.0	14.7			
	If the placement office has not been adequate for you to what do you attribute deficiency?							
499	(a) Inadequate staff	X	23.9	17.5	16.1	19.13	+++	(.0001)
500	(b) Lack of counseling experience	X	9.0	8.3	11.2	4.75		(.093)
501	(c) Insufficient contact with work world	X	21.8	22.4	23.3	0.51	-	
502	(d) Staff disinterest	X	6.1	8.2	10.0	8.01	+	(.018)
	How do you think you will most likely obtain your first job after graduating?							
504	(a) Own efforts	X	62.4	59.2	59.6	2.43	-	
505	(b) Placement office	X	16.5	15.9	24.8	27.4	+++	(.0000)
506	(c) Instructor's assistance	X	8.3	9.9	12.6	8.07	+	(.018)
507	(d) Relative's assistance	X	14.3	9.7	9.0	14.95	+++	(.0006)
508	(e) Friend's assistance	X	14.2	12.2	12.5	1.90	-	

TABLE 4.7-2. ANALYSIS OF FACULTY RESPONSES - SIZE OF COLLEGE AS THE INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.	
305	Does your department have formal placement service for students?	Yes	24.7	27.1	21.8	0.55	-	
307	Does faculty play active role in the department's efforts?	Yes	74.3	85.5	92.6	3.97	-	
308	Does faculty have responsibility to help students find jobs?	Yes	94.6	84.0	87.7	4.74	-	(.093)
	If YES, which of the following would be most effective?							
309	(a) More counseling	X*	50.0	32.7	52.6	8.42	+	(.015)
310	(b) More employer contacts	X	47.4	37.3	43.9	1.99	-	
311	(c) More involvement with placement office	X	26.3	20.0	24.6	1.11	-	
312	(d) Career Day programs	X	21.1	17.3	19.5	0.47	-	
314	Do you ever help students to find jobs?	Yes	92.0	94.3	91.2	0.66	-	
	If YES, how?							
315	(a) Counseling	X	67.1	61.8	56.1	1.67	-	
316	(b) Employer referrals	X	69.7	72.7	59.6	3.04	-	
318	How involved in aiding students?							
	(a) High	X	42.7	35.9	56.1			
	(b) Moderate	X	30.7	35.9	24.6	6.20	-	
	(c) Low	X	26.7	28.2	19.3			
319	To what extent is career aspect of field stressed in your classes?							
	(a) High	X	50.0	52.9	51.8			
	(b) Moderate	X	26.4	15.7	17.9	4.58	-	
	(c) Light	X	19.4	21.6	21.4			
	(d) Not covered	X	4.2	9.8	8.9			
335	Ever call employers on student behalf?	Yes	71.6	69.7	78.9	1.61	-	
336	If YES, with what frequency?							
	(a) High	X	17.6	22.5	14.3			
	(b) Moderate	X	30.4	33.8	47.6	4.21	-	
	(c) Low	X	51.8	43.7	38.1			
337	With what frequency do students seek placement counseling from faculty?							
	(a) High	X	41.7	40.4	38.9			
	(b) Medium	X	31.9	32.3	37.0	0.49	-	
	(c) Low	X	26.4	27.3	24.1			
338	Do you follow-up on students you have assisted in getting jobs?	Yes	67.1	56.3	60.8	2.02	-	
340	How extensive are your employer contacts?							
	(a) Limited to local area	X	42.6	39.6	34.8			
	(b) Extend throughout country	X	23.0	23.1	47.8	11.97	+	(.018)
	(c) Include out-of-state employers	X	34.4	37.4	17.4			
342	With what frequency do employers contact you?							
	(a) High	X	10.7	25.0	38.0			
	(b) Medium	X	22.7	25.0	22.0	16.01	+	(.014)
	(c) Low	X	52.0	40.0	26.0			
	(d) Not at all	X	14.7	10.0	14.0			
	If called, how handled?							
343	(a) Refer student to employer	X	50.0	38.2	49.1	3.20	-	
344	(b) Refer employer to placement office	X	19.7	22.0	24.6	0.44	-	

*X indicates item checked

TABLE 4.7-2. (Cont.)

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.	
346	To what extent do profesional faculty associations assist in placing students?							
	(a) High assistance	X	11.8	16.3	12.2			
	(b) Moderate assistance	X	20.6	14.1	24.5	5.50	-	
	(c) Low assistance	X	23.5	34.8	28.6			
	(d) No assistance	X	44.1	34.8	34.7			
347	Does department have active alumni association?	Yes	67.1	65.0	71.4	1.08	-	
348	If YES, does it have active placement function?	Yes	16.7	13.0	22.2	1.04	-	
351	How familiar are you with the placement operation?							
	(a) High familiarity	X	45.3	43.0	58.2			
	(b) Medium familiarity	X	42.7	29.9	29.1	12.55	-	(.051)
	(c) Low familiarity	X	9.3	24.3	12.7			
	(d) Not familiar	X	2.7	2.8	0.0			
352	How frequent are your placement office contacts?							
	(a) High frequency	X	40.8	36.2	49.1			
	(b) Medium frequency	X	32.9	31.4	18.9	5.80	-	
	(c) Low frequency	X	22.4	28.6	24.5			
	(d) Not familiar	X	3.9	3.8	7.5			
353	Doe placement office provide you with current employment data?	Yes	71.4	74.0	62.3	2.38	-	
354	How important is the placement function as viewed by college administration?							
	(a) High importance	X	46.3	58.4	77.1			
	(b) Moderate importance	X	35.8	25.8	20.8	14.20	+	(.028)
	(c) Low importance	X	16.4	12.4	2.1			
	(d) No importance	X	1.5	3.4	0.0			
355	Rate overall placement office effectiveness							
	(a) Outstanding	X	18.2	17.1	23.3			
	(b) Very good	X	39.4	52.4	55.8	8.94	-	
	(c) Mediocre	X	28.8	20.7	14.0			
	(d) Fair	X	6.1	3.7	7.0			
	(e) Poor	X	7.6	6.1	0.0			
356	Rate placement office effectiveness in placing students							
	(a) Excellent	X	25.0	34.3	35.9			
	(b) Good	X	38.3	45.7	51.3	12.28	-	(.056)
	(c) Fair	X	30.0	11.4	12.8			
	(d) Poor	X	6.7	8.6	0.0			
357	Is there a difference in placement services for black/white students?	Yes	6.1	11.4	12.8	1.30	-	
359	Do faculty members utilize placement office services?	Yes	12.5	13.4	15.8	0.22	-	

4.7.3 Analysis of Non-Placement Administrators' Responses

Only one effect in this analysis manifested itself as significant; however, sample sizes were small. The large colleges were much less likely to have a system for feedback from graduates after they enter the job market.

The individual question statistical tests are tabulated in Table 4.7-3.

4.7.4 Analysis of the Placement Office Staff Responses

Four comparisons were statistically significant, the largest being that 100% of the large college placement offices offer "specialized" placement services, compared to 11% and 21%, respectively, for small and medium size colleges.

Small colleges, however, significantly more often maintain and make use of lists of prominent alumni. Small colleges also rarely had a career counseling service that was separate from the placement office. It was the large colleges, however, who significantly more often provide special services for black students. Table 4.7-4 presents the tabulation of the analysis of the individual questions.

4.7.5 Analysis of Employer Responses

Employers did not differ significantly, as a function of school size, in their relative satisfaction with the placement office; in the quality or quantity of the aid they received from the placement offices; in their ratings of the placement offices' recruitment program; and in their perception of the colleges' ability to present their students for placement considerations.

The number of employers who indicated that their motivation for recruiting at a particular college was by invitation from the college was much less for the large colleges than for the other two groups of colleges (only 6.3% compared to 25.2% and 22.7%, respectively, for small and medium size colleges).

TABLE 4.7-3. ANALYSIS OF NON-PLACEMENT ADMINISTRATORS' RESPONSES - SIZE OF COLLEGE AS INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.	
207	Is current placement office budget adequate?	Yes	50.0	38.1	33.3	0.62	-	
208	Should placement office provide additional services?	Yes	63.6	72.7	80.0	0.71	-	
209	Are there problem areas encountered by the placement office which hinder the placement of students?	Yes	46.2	66.7	50.0	1.74	-	
210	Rate the placement function to other factors in the total college educational process							
	(a) Most important	X*	28.6	7.7	22.2			
	(b) Very important	X	28.6	38.5	33.3	3.50	-	
	(c) Equally important	X	28.6	42.3	33.3			
	(d) Low importance	X	14.3	11.5	11.1			
211	Job records on graduates kept by area of specialization	Yes	61.5	41.2	57.1	1.34	-	
212	Procedure for feedback from graduates after they enter job market	Yes	61.5	78.6	20.0	8.34	+	(.015)
213	Procedure for gathering infor from employers who hired graduates	Yes	41.7	54.5	60.0	0.79	-	
214	How involved are you in assisting students to find jobs?							
	(a) Deep involvement	X	23.1	11.1	10.0			
	(b) Moderate involvement	X	23.1	22.2	50.0	11.10	-	(.085)
	(c) Occasional involvement	X	15.4	51.9	40.0			
	(d) Not involved	X	38.5	14.8	0.0			
	If involved, which form(s) does it take?							
215	(a) Direct counseling	X	85.7	48.1	63.6	5.52	-	(.063)
216	(b) Involvement with placement office	X	21.4	33.3	18.2	1.21	-	
217	(c) Soliciting prospective employers	X	35.7	18.5	27.3	1.49	-	
218	(d) Involvement with alumni groups	X	28.6	3.7	27.3	5.89	-	(.053)
220	How well is the placement office doing in placing graduates in jobs?							
	(a) Outstanding; almost all placed	X	27.3	16.7	44.4			
	(b) Very good; high degree of success	X	36.4	27.8	44.4	6.46	-	
	(c) O.K.; much improvement needed	X	36.4	44.4	11.1			
	(d) Fair; not effective at present	X	0.0	11.1	0.0			
221	What is the overall effectiveness of the placement office?							
	(a) Outstanding	X	25.0	27.8	42.9			
	(b) Very good	X	33.3	27.8	57.1	6.62	-	
	(c) Mediocre	X	41.7	33.3	0.0			
	(d) Only fair	X	0.0	11.1	0.0			

*X indicates item checked

TABLE 4.7-4. ANALYSIS OF PLACEMENT OFFICE STAFF RESPONSES - SIZE OF COLLEGE AS THE INDEPENDENT VARIABLE

QUESTIONS*	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.	
11. What is nature of contact between placement office and students?	Formal	57	60	100	1.89	-	
12. What is average number of contacts between student and placement office in placing student in a job?	1-3	40	45	0	2.74	-	
15. Does college have a career counseling service separate from the placement office?	Yes	12	71	71	8.13	+	(.017)
16. Do you provide special services for black students? For white students?	Yes	12	0	43	7.22	+	(.027)
17. Are you aware of faculty members involved in career counseling and/or assisting students in finding jobs?	Yes	62	67	100	3.35	-	
20. Do you think it beneficial to have faculty involved in career counseling and job placement?	Yes	100	93	100	1.18	-	
21. If YES, do you have a program for involving faculty in placement?	Yes	33	33	43	0.21	-	
24. Do you have adequate facilities for the various placement office functions, such as Career Day activities, visiting recruiter activities?	Yes	50	42	43	0.14	-	
25. How would you classify the response from employers in supplying the following services:							
(a) Job information	Excellent	44	33	57	1.04	-	
(b) On-campus recruiters	Excellent	11	33	57	3.84	-	
(c) Participation in Career-Day activities	Excellent	33	33	29	0.05	-	
26. Are you experiencing budget limitations that affect the placement office's ability to contact employers --such as printing or communication costs--and funds for attending meetings and purchasing publications?	Yes	55	58	29	1.73	-	
27. Does budget provide for adequate staff to carry out activities of the placement office?	Yes	33	29	43	0.43	-	
28. Is your geographic location, with respect to the distance to major employment centers, a significant factor in your ability to place students in jobs?	Yes	44	64	29	2.54	-	
29. Is academic reputation of college an important factor in ability to place students in jobs?	Yes	89	85	100	1.17	-	
30. Does the importance of academic reputation hold true for all majors?	Yes	100	55	86	4.47	-	
31. What effect does the size of your college have on your ability to place students in jobs?	Significant	33	29	71	3.81	-	

TABLE 4.7-4. (Cont.)

QUESTIONS*	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.	
32. What percent of staff time is devoted to finding jobs in the following categories:							
(a) Part-time	0-25	100	80	75	1.59	-	
(b) Summer jobs	0-25	100	80	100	2.14	-	
(c) Full-time	75-100	83	20	50	4.42	-	
33. Do you keep information on any of the following performance measures?							
(a) Expenditure per student enrolled	Yes	0	11	0	1.29	-	
(b) Expenditure per student counseled	Yes	0	11	0	1.29	-	
(c) Number/percentage of student body using services	Yes	50	75	40	1.77	-	
(d) Ratio of students counseled to students placed	Yes	33	12	0	2.39	-	
(e) Ratio of students interviewed by recruiters to students placed	Yes	67	33	20	2.78	-	
34. Are there instances where you refrain from referring black students/white students to certain employers?	Yes	12	17	43	2.38	-	
35. What procedures are used to follow-up graduates that move into the job market?							
(a) Handout questionnaire to those placed	X**	33	0	0	5.87	-	(.053)
(b) Mailed questionnaire to those placed	X	17	20	0	1.34	-	
(c) Mailed questionnaire to all graduates	X	67	60	67	0.10	-	
(d) Follow-up questionnaire 1-3 yrs. after placement	X	0	10	33	3.04	-	
36. Does your college participate in a Co-op program?	Yes	50	54	71	0.81	-	
38. Specialized placement services (e.g., education or engineering) in addition to general placement office?	Yes	11	21	100	16.02	+++	(.0003)
38a. Are departments organized to work with placement office?	Yes	0	38	50	2.81	-	
39. Do you work with private employment agencies in area?	Yes	22	20	33	0.39	-	
41. Placement office maintains and uses list of prominent alumni who may be called to speak to students?	Yes	62	9	29	6.22	+	(.045)
43. What description best fits overall effectiveness of placement office at present?	Very good/ Outstanding	50	33	86	4.87	-	(.088)

* All questions numbered as they appeared on questionnaire completed by placement staff

** X indicates items checked

In addition, companies recruiting at larger colleges made significantly more use of private employment agencies on a regular basis than the other two groups. Recruiters from the small colleges indicated that they used private employment agencies the least.

There was no significant difference in the placement office usage rates by employers, based on college size, which was stated as being extensive by 58% to 67% of the employers contacted.

The tabulation of these analyses is presented in Table 4.7-5.

4.8 COMPARATIVE RATING OF THE PLACEMENT OFFICES

Each group of respondents, with exception of the employers, were asked to rate the overall effectiveness of their respective placement offices. In order to provide for a comparative analysis of their responses, the same question was asked of the five different respondent groups. The question was as follows:

Rate the overall placement office effectiveness

(a) Outstanding (5 points)
(b) Very good (4 points)
(c) Mediocre (3 points)
(d) Fair (2 points)
(e) Poor (1 point)

Table 4.8-1 provides an overall tabulation of the responses to this question classified by questionnaire type.

The value of chi-square for this table was:

$$X^2 = 129.5, \text{ d.f.} = 16$$

TABLE 4.7-5. ANALYSIS OF EMPLOYER RESPONSES - SIZE OF COLLEGE AS THE INDEPENDENT VARIABLE

VAR.	QUESTION	ANS.	% Response SMALL	MEDIUM	LARGE	X^2	SIG.	
604	Motivation for recruiting at college?							
	(a) Invitation by college	X*	25.2	22.7	6.3			
	(b) Policy decision by company	X	65.8	62.7	73.7	16.60	++	(.0023)
	(c) Difficulty in filling openings	X	9.0	14.5	20.0			
605	Satisfied with placement service	Yes	89.5	83.5	90.0	3.77	-	
606	Rate assistance relative to other colleges at which you recruit							
	(a) Excellent	X	32.5	30.7	36.7			
	(b) Good	X	51.0	45.3	44.9	4.04	-	
	(c) Fair	X	13.4	18.7	14.3			
	(d) Poor	X	3.2	5.3	4.1			
609	Rate the placement office performance in presenting graduates to recruiters							
	(a) Excellent	X	25.0	22.9	28.3			
	(b) Good	X	47.6	49.0	45.4	1.75	-	
	(c) Fair	X	22.6	24.2	21.1			
	(d) Poor	X	4.9	3.9	5.3			
610	Compare placement office presentation of students							
	(a) Above average	X	40.0	35.7	36.8			
	(b) Average	X	48.5	53.9	54.6	1.80	-	
	(c) Below average	X	11.5	10.4	8.6			
611	Does placement office request list of openings?	Yes	50.9	40.8	47.0	3.30	-	
612	If YES, how often?	Yrly.	69.2	63.6	68.3	0.49	-	
613	How do you respond to requests?	Mail	86.5	82.3	84.8	0.47	-	
614	Satisfied with employees from this college?	Yes	86.6	85.3	87.7	0.29	-	
615	Inform placement office on progress of former students now in your employ?	Yes	40.0	45.6	34.6	3.26	-	
616	Has placement office requested opinion on progress of their ex-students?	Yes	39.9	37.2	26.2	6.18	+	(.046)
617	Has college asked for donations?	Yes	17.5	16.9	24.2	3.15	-	
618	Has college asked for Career-Day speakers?	Yes	43.7	39.5	45.6	1.20	-	
619	Did you send Career-Day speakers?	Yes	74.4	86.2	71.2	4.73	-	(.094)
	Most important criteria for decision to recruit at a particular college							
620	(a) School located near company	X	26.3	29.6	30.7	0.87	-	
621	(b) Noted for excellence of students	X	51.4	49.4	51.0	0.15	-	
622	(c) Curriculum matched to needed skills	X	52.6	51.2	61.4	3.90	-	
623	(d) Visit requested by placement office	X	17.7	14.8	11.8	2.28	-	
624	(e) Company wishes to hire blacks	X	36.0	33.3	34.6	0.26		
625	(f) Satisfied with recruited employees	X	42.9	40.7	46.4	1.05	-	
632	Is company satisfied with placement office in general?	Yes	95.8	92.5	96.0	2.53	-	
	What are regular recruitment sources?							
633	(a) Public employment agencies	X	39.4	37.0	43.1	0.54	-	
634	(b) Private employment agencies	X	29.7	37.0	43.8	7.00	+	(.030)
635	(c) Media advertising	X	53.1	51.2	58.8	1.97	-	
636	(d) College placement offices	X	89.1	88.9	94.8	4.18	-	
638	Satisfied with current recruiting procedures	Yes	92.8	88.8	92.7	2.16	-	
639	Do you contemplate changing recruitment practices?	Yes	26.2	28.5	23.5	0.99	-	

*X indicates item checked

TABLE 4.7-5. (Cont.)

VAR.	QUESTION	ANS.	SMALL	MEDIUM	LARGE	x^2	SIG.	
640	Extent to which your company uses college placement offices to fill employment needs							
	(a) Use extensively	X	57.7	66.9	67.1			
	(b) Use occasionally	X	34.5	29.4	30.3	11.21	-	(.082)
	(c) Seldom use	X	5.4	3.7	2.6			
	(d) Never use	X	2.4	0.0	0.0			
641	If seldom used, why?							
	(a) Seldom contacted	X	23.5	40.0	16.7			
	(b) Past experience not satisfactory	X	0.0	40.0	25.0	10.87	+	(.028)
	(c) Limited recruiting budget	X	76.5	20.0	58.3			
648	Level of recruitment invitation							
	(a) Frequent	X	44.6	39.1	43.9			
	(b) Occasional	X	49.0	53.0	44.6	4.05	-	
	(c) None	X	6.4	7.9	11.5			
	How does company respond to invitation?							
649	(a) Accepts and sends recruiters	X	52.6	55.6	45.1	3.64	-	
650	(b) Sends recruiting materials	X	45.7	51.9	40.5	4.08	-	
651	(c) Rejects invitation	X	9.7	14.8	17.0	3.93	-	
652	(d) Do not respond to invitation	X	4.0	4.9	5.2	0.31	-	
653	(e) Requests relevant resumes	X	11.4	5.6	16.3	9.38	++	(.0092)
	If rejects or does not respond to invitation, why?							
655	(a) Limited recruitment budget	X	9.1	11.1	13.1	1.29	-	
656	(b) Dissatisfied with previous hires	X	1.7	1.9	2.0	0.03	-	
657	(c) No openings	X	5.1	6.8	7.8	1.00	-	
659	Does placement office relationship influence campus visits?	Yes	53.1	49.7	52.1	0.39	-	
660	Have you ever interviewed on a black campus?	Yes	92.3	91.2	86.7	3.14	-	
	If NO, why?							
661	(a) Never invited	X	2.3	2.5	4.6	1.73	-	
662	(b) School too far away	X	1.1	3.7	3.3	2.46	-	
663	(c) Curriculum mismatched to needs	X	0.0	0.0	1.3	4.42	-	
664	(d) Scholastic ranking of school	X	0.0	0.6	0.0	2.03	-	

TABLE 4.8-1. DISTRIBUTION OF OVERALL PLACEMENT OFFICE EFFECTIVENESS RATINGS CLASSIFIED BY QUESTIONNAIRE TYPE

Rating	(1) Students		(2) Alumni		(3) Placement Staff		(4) Non-Placement Administrators		(5) Faculty		Totals
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
Outstanding (5 points)	130	5.7	29	4.8	0	0.01	11	29.7	16	21.1	186
Very Good (4 points)	966	42.7	228	38.0	8	57.1	13	35.1	42	55.3	1257
Mediocre (3 points)	791	35.0	193	32.2	3	21.4	11	29.7	14	18.4	1012
Fair (2 points)	251	11.1	71	11.8	2	14.3	2	5.4	3	3.9	329
Poor (1 point)	125	5.5	79	13.2	1	7.1	0	0.0	1	1.3	206
Totals	2263	100	600	100	14	100	37	100	76	100	2990
Mean, $\bar{X}_i$	3.32		3.10		3.29		3.89		3.91		
Std. Dev., s_i	0.94		1.10		0.99		0.91		0.82		

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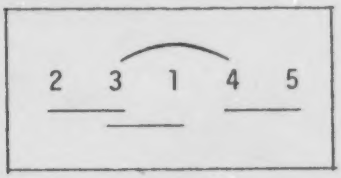
Since this value is very highly significant ($P << 0.0001$), a Duncan's Multiple Range Test* was performed on the weighted means in order to determine the relative significance comparisons among the five types of questionnaire recipients.

Since the standard deviations, s_i, were not significantly different between columns, the following overall pooled standard deviation was calculated and employed for the Duncan Test:

$$s_p = 0.972, \text{ d.f.} = 2985$$

The overall results of applying the Duncan test can be expressed as follows:



The interpretation of the above is that any pair of means not underlined (or joined) by the same line is judged significantly different at the 95% confidence level. (All joined means are judged NOT significant.)

Thus, the Faculty (Group 5), as a group, gave the highest placement office rating, significantly higher than all other groups, except the Non-Placement Administrators, Group 4.

On the other end of the scale, the Alumni gave the lowest rating, significantly lower than all groups, except the Placement Staff (Group 3). The major reason the Placement Staff could not be statistically differentiated was because of its very small sample size.

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* Duncan, D.G., "Multiple Range Tests for Correlated and Heteroscedastic Means," BIOMETRICS, June 1957, pp. 164-176.

APPENDIX

DATA COLLECTION INSTRUMENTS

INTERVIEW/QUESTIONNAIRE I.D.

Card #_____

Questionnaire Type_____

College Code_____

Interview # per city_____

Questionnaire Type

1. CPS Staff
2. Non-CPS Administrators
3. Faculty
4. 1975 Graduating Students
5. 1974 Graduates
6. Employers

INFORMATION TO BE COLLECTED FROM EACH CPS

I. PHYSICAL DESCRIPTION OF OFFICE

1. Describe location of CPS office with respect to other buildings
2. Describe the atmosphere that exists in the CPS office
3. Ascertain adequacy of space and facilities in the CPS office
4. Observe and describe the attitude of the CPS staff toward student clients
5. Look for any unique features that are incorporated in the CPS offices
6. Determine the procedures (both formal and informal) that the students follow when using the services in the CPS office

II. DATA TO BE OBTAINED FROM CPS RECORDS (1973-1974 SCHOOL YEAR)

1. Total number of students using service seeking full-time employment_____
2. Total number of students using service seeking part-time jobs_____
3. Total number of students using service seeking summer employment_____
4. Total number of referrals made to recruiting companies_____
5. Total number of placements made to recruiting companies_____
6. Total number of referrals made to other sources_____
7. Total number of placements made to other sources_____

   (If possible, the information for questions 4-7 should be broken down by major or degree title--include salary, if available.)
8. Total number of recruiters visiting the campus each year_____

   (Determine if the companies are broken down into categories--if so, list the number of recruiters by category.)
9. Determine the existence and extent of non-CPS placement activity
   (a) Alumni groups
   (b) Private placement services
   (c) Placement activity by certain aschools within the college
   (d) Faculty groups
   (e) Other

INFORMATION TO BE COLLECTED FROM EACH CPS (Cont.)

10. Total number of CPS/Employer contacts_____
    (a) Visits by CPS staff to prospective employers
    (b) Telephone calls to prospective employers
    (c) Mailings to prospective employers
    (d) Mass-media appeals to prospective employers
    (e) Other
11. Effectiveness and accessibility of CPS data system
12. Communication with students
    (a) Determine number and extent of career-orientation or career-day programs
    (b) Degree of college paper advertising
    (c) Direct mailings to students
    (d) Student counseling program - How effective
    (e) Other

CPS STAFF QUESTIONNAIRE

1. What is your specific job title?

2. How long have you been in this position?

3. To what administrative office does the office of the Placement Director report?

4. How many people are on your staff?

5. How are they classified?

   Secretaries_____

   Clerks_____

   Professionals_____

   Other_____ (EXPLAIN)

6. What is your annual budget for the CPS office?

7. What percentage of the total college budget does the CPS budget comprise?

8. How many people receive placement counseling by your office per year?

Department or School	Students	Alumni	Faculty
Education			
Liberal Arts			
Humanities			
Fine Arts			
Business			
Engineering			
Physical Sciences			
Other			

What is the rate of expenditure of the CPS budget?

Per student counseled_____

Per student enrolled_____

9. How many students per year utilize the services of the CPS office?

Department or School	Students	Alumni	Faculty
Education			
Liberal Arts			
Humanities			
Fine Arts			
Business			
Engineering			
Physical Sciences			
Other			

What percent of the total student body is this?

10. What is the percentage breakdown of the different classifications of students that utilize your services?

	Full Time	Part Time	Summer
Freshmen			
Sophomores			
Juniors			
Seniors			
Graduate Students			

11. What is the nature of the contact between CPS and students?

Formal_____

EXPLAIN:

Informal_____

EXPLAIN:

12. What is the average number of contacts made between a student and CPS in placing a particular student in a job?

1-3_____

4-6_____

7-9_____

10 or more_____

13. What information is provided by CPS to the students?

EXPLAIN:

14. What sort of personal advice is provided by CPS to the students?

EXPLAIN:

15. Does your college have a career counseling service that is separate from CPS?

Yes_____

No_____

(If Yes, PROBE for how placement and counseling are coordinated.)

16. Do you provide special services for black_____ white_____ students?

(SELECT APPROPRIATE GROUP)

Yes_____

No_____

(If Yes, EXPLAIN)

17. Are you aware of faculty members who are extensively involved in career counseling of students and/or assisting students in getting jobs?

Yes_____ (Obtain Names)

No_____

(If No, skip to question 21.)

18. How do you coordinate your activities with faculty members who perform counseling?

19. How do you coordinate your activities with faculty members who assist students in obtaining jobs?

20. Do you think that it is beneficial to have faculty members involved in career counseling and job placement?

Yes_____ (EXPLAIN)

No_____ (EXPLAIN)

21. If question 20. is answered YES, then ask:

Do you have a program for involving faculty in placement?

What suggestions would you make for improving the relationship between CPS and faculty members involved in career counseling and student job placement?

22. From your experience, what is the most effective means of placing students in jobs?

22a. If you had a larger budget, how would you use the money to carry out the placement function?

23. What is the greatest obstacle that you encounter in placing students in jobs?

24. Do you have adequate facilities for the various CPS functions, such as Career Day activities, visiting recruiter activites, etc.?

Yes_____

No_____

(If NO, EXPLAIN)

25. How would you classify the response from employers in supplying the following services to your campus?

Job Information

Poor_____ Fair_____ Good_____ Excellent_____

On-Campus Recruiters

Poor_____ Fair_____ Good_____ Excellent_____

Participation in Career-Day Activities

Poor_____ Fair_____ Good_____ Excellent_____

26. Are you experiencing budget limitations that affect CPS's ability to contact employers-such as printing or communications costs, and funds for attending meetings and purchasing publications?

Yes_____

No_____

(If YES, EXPLAIN)

27. Does your budget provide for adequate staff to carry out the activities of the CPS function?

Yes_____

No_____

EXPLAIN:

28. Is your geographic location, with respect to the distance to major employment centers, a significant factor in your ability to place students in job?

Yes_____

No_____

EXPLAIN:

29. Is the academic reputation of your college an important factor in your ability to place students in jobs?

Yes_____

No_____ (If NO, skip question #30.)

(If YES, EXPLAIN)

30. Does the importance of academic reputation hold true for all majors?

Yes_____

No_____

(SPECIFY WHICH ONES)

31. What effect does the size of your college have on your ability to place students in jobs?

No effect_____

Minimal effect_____

Significant effect ____

(EXPLAIN)

32. What percent of CPS staff time is devoted to finding jobs in the following categories?

Part Time

0-25%_____ 25-50%_____ 50-75%_____ 75-100%_____

Summer Jobs

0-25%_____ 25-50%_____ 50-75%_____ 75-100%_____

Full Time

0-25% _____ 25-50%_____ 50-75%_____ 75-100%_____

33. Do you keep information on any of the following performance measures?

Expenditure per student enrolled

Yes_____ No_____

Expenditure per student counseled

Yes_____ No_____

Number/percentage of student body using CPS

Yes_____ No_____

Ratio of students counseled to students placed

Yes_____ No_____

Ratio of students interviewed by recruiter to students placed

Yes_____ No_____

34. Are there instances where you refrain from referring students to certain employers? black_____ white_____

(SELECT APPROPRIATE GROUP)

Yes_____ (If YES, EXPLAIN)

No_____

35. What procedures are used to follow-up graduates that move into the job market?

Handout of questionnaire to those placed_____

Mailed questionnaire to those placed_____

Mailed questionnaire to all graduates_____

Follow-up questionnaire 1-3 yrs. after placement_____

Other_____

(If the answer to the question indicates follow-up activity, attempt to get the following information, for the past year, if available.)

Percentage of graduates contacted for follow-up_____

Percentage of graduates that respond_____

Percentage of respondents that were assisted by CPS_____

Percentage of respondents that found jobs outside of state_____

Percentage of respondents interested in out-of-state job at graduation_____

36. Does your college participate in a CO-OP program with industry?

Yes_____ (If YES, answer question 37)

No_____ (If NO, go to question 38)

37. Explain the relationship of your placement activities to the CO-OP program.

38. Are there specialized placement services (e.g., in education or engineering) in addition to the general CPS at this college?

Yes_____

No_____ (If NO, go to question 40.)

38a. Are the departments organized to work with the CPS?

Yes_____

No_____

39. Do you work in cooperation with private employment agencies in the area?

Yes_____

No_____

(If YES, explain the nature of your cooperative efforts.)

40. What was the number of 1974 graduates that obtained jobs in the following salary groups?

$ 6,000 and under _____

6,001 - 8,000 _____

8,001 - 10,000 _____

10,001 - 12,000 _____

12,001 and above _____

41. Does CPS maintain and use a list of prominent alumni who may be called upon to speak to students?

Yes_____

No_____

42. What was the number of 1974 graduates in the following areas:

Department	Graduated	Placed In Jobs	Average Salary
Education			
Liberal Arts			
Humanities			
Fine Arts			
Business			
Engineering			
Physical Sciences			
Other			

43. What description best fits your opinion of the overall effectiveness of the CPS at the present time?

Outstanding_____

Very good_____

Mediocre_____

Only fair_____

Poor_____

44. Rate the following parameters, based on what you feel will have the most value for improving the effectiveness of the CPS.

Place a value on a scale from 0 (No Value) to 10 (Most Effective) after each.

Larger budget_____

Larger staff_____

More advertising or coverage in school paper_____

Better bulletin board coverage_____

More time devoted to student counseling_____

Greater frequency or number of employer visits_____

More involvement of CPS with faculty_____

More involvement of CPS with alumni groups_____

Better or more complete listings of available jobs_____

More mailouts to students of job opportunities_____

Greater degree of skill in making student job referrals_____

More or better career-day programs or programs of this nature_____

Other(s)_____

45. Studies indicate there are mechanisms outside of the formal college placement service that are instrumental in aiding students to find jobs. Such mechanisms appear to be more effective for white students than for black. If you feel this is true, could you please elaborate on what you believe these mechanisms are?

INTERVIEW/QUESTIONNAIRE I.D.

Card #_____

Questionnaire Type_____

College Code_____

Interview # per city_____

Questionnaire Type

1. CPS Staff
2. Non-CPS Administrators
3. Faculty
4. 1975 Graduating Students
5. 1974 Graduates
6. Employers

NON-CPS ADMINISTRATORS' QUESTIONNAIRE

1. What is your specific job title?

2. How long have you been in this position?

_____Yrs.

3. What is your official relationship to the CPS?

CPS office reports to my office_____

Part of the function of CPS reports to my office_____

No official relationship between my office and CPS_____

Other_____ (EXPLAIN)

4. What is the annual budget for CPS?

_____Dollars

Don't know_____

5. What percent of the total college budget does the CPS budget comprise?

_____%

6. Do you feel that the CPS budget is adequate to carry out its function?

Yes_____

No_____ (EXPLAIN)

7. Are there any services not presently supplied by CPS that should be supplied?

Yes_____ (If YES, EXPLAIN)

No_____

8. Are there any major problem areas encountered by CPS, of which you are aware, that hinder their activities in placing students?

   Yes_____ (If YES, EXPLAIN)

   No_____

9. What performance measures are utilized to determine the effectiveness of placement activities?

   EXPLAIN:

10. How would you rate the placement function to other factors that constitute the total educational process in the college setting?

Most important factor_____

Very important factor_____

Equally as important_____

Low importance_____

Not important_____

11. Do you maintain records by area of specialization of the types of jobs obtained by your graduates?

Yes_____

No_____ (EXPLAIN why not)

12. Do you have any type of routinized procedure for feedback of information from graduates pertaining to the experiences they encounter as new members of the job market?

Yes_____ (EXPLAIN what they are)

No_____ (EXPLAIN why not and would such information be useful)

13. Do you have any type of routinized feedback mechanism for gathering information on what employers think about your graduates as employees?

Yes_____ (EXPLAIN what it is)

No_____ (EXPLAIN why not and would such information be useful)

14. What information do you regularly get regarding the condition and demands of the job market?

14a. Where did you get this information?

LIST: Information Source of Information

15. How was this information used?

16. How active a role would you say you currently play in assisting students to find jobs?

Deep involvement_____

Moderate involvement_____

Occasional involvement_____

Not involved_____

17. If involved, which of the following form(s) does it take?

Direct counseling of students_____

Involvement with CPS_____

Soliciting for prospective employers_____

Involvement with alumni groups_____

Other(s)_____ (EXPLAIN)

18. How good a job in placing graduates do you feel the CPS is doing at the present time?

Outstanding; all or almost all graduates are placed or assisted_____

Very good; a high degree of placement success_____

O.K.; however, some improvement needed_____

Fair; much improvement needed _____

Poor; CPS is not at all effective at present_____

19. What description best fits your opinion of the overall effectiveness of the CPS at the present time?

Outstanding_____

Very good_____

Mediocre_____

Only fair_____

Poor_____

20. Rate the following parameters, based on what you feel will have the most value for improving the effectiveness of the CPS.

Place a value on a scale from 0 (No Value) to 10 (Most Effective) after each.

Larger budget_____

Larger staff_____

More advertising or coverage in school paper_____

Better bulletin board coverage_____

More time devoted to student counseling_____

Greater frequency or number of employer visits_____

More involvement of CPS with faculty_____

More involvement of CPS with alumni groups_____

Better or more complete listings of available jobs_____

More mailouts to students of job opportunities_____

Greater degree of skill in making student job referrals_____

More or better career-day programs or programs of this nature_____

Other(s)_____ (EXPLAIN)

21. Studies indicate there are mechanisms outside of the formal college placement service that are instrumental in aiding students to find jobs. Such mechanisms appear to be more effective for white students than for black. If you feel this is true, could you please elaborate on what you believe these mechanisms are?

INTERVIEW/QUESTIONNAIRE I.D.

Card #_____

Questionnaire Type_____

College Code_____

Interview # per city_____

Questionnaire Type

1. CPS Staff
2. Non-CPS Administrators
3. Faculty
4. 1975 Graduating Students
5. 1974 Graduates
6. Employers

FACULTY QUESTIONNAIRE

1. Does your department (school) have a formal program of providing placement services to its students?

   Yes_____

   No_____

1a. What is the extent of that program?

1b. Does the faculty play an active role in the department's efforts?

   Yes_____ (EXPLAIN)

   No_____

2. In your opinion, does the faculty have responsibility for assisting students in obtaining jobs?

   Yes_____

   No_____

2a. If answer to question 2 is YES, in which of the following ways could this most effectively be accomplished?

   More counseling of students_____

   More contacts with prospective employers_____

   More involvement with the CPS_____

   Setting up of special career-day programs for majors in your field_____

   Other _____ (EXPLAIN)

3. Do you ever supply help to students in locating jobs?

   Yes_____

   No_____

3a. If so, what form does it take?

   Student counseling_____

   Referring of student to prospective employers_____

   Other_____(EXPLAIN)

4. Which of the following best describes your current level of effort in assisting students with employment?

   High involvement_____

   Moderate involvement_____

   Low involvement_____

5. To which of the following levels would you say the classes you teach stress the career aspects of the field?

   Highly stressed_____

   Moderately stressed_____

   Lightly covered_____

   Not covered_____

6. How many students would you estimate that you assist in finding jobs each year?

   Number of students_____

7. What percentage of students that you assist in getting jobs fall into the following categories?

Seniors	Juniors	Sophomores	Freshmen
0-25%_____	0-25%_____	0-25%_____	0-25%_____
25-50%_____	25-50%_____	25-50%_____	25-50%_____
50-75%_____	50-75%_____	50-75%_____	50-75%_____
75-100%_____	75-100%_____	75-100%_____	75-100%_____

8. How many students do you provide with career counseling per year?

   Number of students_____

9. What percentage of students that you provide career counseling fall into the following categories?

Seniors	Juniors	Sophomores	Freshmen
0-25%_____	0-25%_____	0-25%_____	0-25%_____
25-50%_____	25-50%_____	25-50%_____	25-50%_____
50-75%_____	50-75%_____	50-75%_____	50-75%_____
75-100%_____	75-100%_____	75-100%_____	75-100%_____

10. What percentage of jobs that you assist students in acquiring fall into the following categories?

Full-Time Jobs	Part-Time Jobs	Summer Jobs
0-25%_____	0-25%_____	0-25%_____
25-50%_____	25-50%_____	25-50%_____
50-75%_____	50-75%_____	50-75%_____
75-100%_____	75-100%_____	75-100%_____

11. Would you estimate the percentage of successful placements in full-time jobs that resulted from your efforts for 1974 graduates?

    _____%

12. Would you estimate the percentage of successful placements in part-time and summer jobs that resulted from your efforts for students in 1974, other than graduates?

    _____%

13. Do you ever call employers on behalf of students?

    Yes____

    No____

13a. If the answer to 13. is YES, with what frequency would you say this happens?

High frequency_____

Medium frequency_____

Low frequency_____

14. With what frequency do you feel students seek placement counseling from the faculty?

High frequency_____

Medium frequency_____

Low frequency_____

15. Do you follow-up on students you have assisted in getting jobs?

Yes_____

No_____

15a. If the answer to question 15. is YES, how is follow-up accomplished?

EXPLAIN:

16. How extensive are your employer contacts?

Limited to local area_____

Extend throughout country_____

Include out-of-state employers_____

16a. How were these contacts developed?

17. With what frequency do employers contact you regarding their employment needs?

    High frequency_____

    Medium frequency_____

    Low frequency_____

    Not at all_____

18. If an employer calls you about a job opening, how do you handle it?

    Refer student to employer_____

    Refer employer to CPS_____

    Other_____(EXPLAIN)

19. To what extent do professional faculty associations assist in placing students?

    High assistance_____

    Moderate assistance_____

    Low assistance_____

    No assistance_____

20. Does the school or the department have an active alumni association?

    Yes_____

    No_____

20a. If YES, does the alumni association have an active placement function?

    Yes_____

    No_____

21. What kind of relationship does the faculty have with the alumni association?

22. Does this relationship facilitate the faculty's efforts to place students in jobs?

23. How familiar are you with the operation of the College Placement Service (CPS) and its activities?

    High familiarity_____

    Medium familiarity_____

    Low familiarity_____

    Not familiar_____

24. As a member of the faculty, how frequent is your contact with CPS?

    High frequency_____

    Medium frequency_____

    Low frequency_____

    Not at all_____

25. Does the CPS, as a matter of course, provide you with current labor market information, industries hiring, available openings, salaries offered, etc.?

    Yes_____

    No_____

26. How important is the placement function as viewed by the college's administrative personnel?

    High importance_____

    Moderate importance_____

    Low importance_____

    No importance_____

27. What description best fits your opinion of the overall effectiveness of the CPS at the present time?

    Outstanding ____

    Very good _____

    Mediocre_____

    Fair_____

    Poor_____

28. How would you rate the CPS's effectiveness in placing students in jobs?

Excellent_____

Good_____

Fair_____

Poor_____

Other_____(EXPLAIN)

29. In your opinion, are there differences in the placement services provided black students that are not offered to white students?

Yes_____

No_____

29a. What are these differences?

30. Do faculty members utilize the CPS for their own consultant or jobseeking activities?

Yes_____

No_____

31. Rate the following parameters, based on what you feel will have the most value for improving the effectiveness of the CPS.

Place a value on a scale from 0 (No Value) to 10 (Most Effective) after each.

Larger budget_____
Larger staff_____
More advertising or coverage in school paper_____
Better bulletin board coverage_____
More time devoted to student counseling_____
Greater frequency or number of employer visits_____
More involvement of CPS with faculty_____
More involvement of CPS with alumni groups_____
Better or more complete listings of available jobs_____
More mailouts to students of job opportunities_____
Greater degree of skill in making student job referrals_____
More or better career-day programs or programs of this nature_____
Other(s)_____(EXPLAIN)

32. Studies indicate there are mechanisms outside of the formal college placement service that are instrumental in aiding students to find jobs. Such mechanisms appear to be more effective for white students than for black. If you feel this is true, could you please elaborate on what you believe these mechanisms are?

NAME:_____

MAJOR:_____

SEX: Male_____ Female_____

RACE: Black_____ White_____

What is your legal residence? City_____ State_____

In what geographic area are you seeking or will you seek employment?

_____

If the answer to the previous question is a location in or near your hometown, would you be willing to accept a job in another State?

Yes_____ No_____

(The lower portion of this page to be completed by survey team member.)

INTERVIEW QUESTIONNAIRE I.D.

Card #_____

Questionnaire Type_____

College Code_____

Interview # per city_____

Questionnaire Type

1. CPS Staff
2. Non-CPS Administrators
3. Faculty
4. 1975 Graduating Students
5. 1974 Graduates
6. Employers

STUDENT QUESTIONNAIRE

1. Are you aware that your college operates a College Placement Service (CPS)?

   Yes_____

   No_____

2. If the answer to question 1. is YES, how did you become aware of CPS?

   School orientation_____

   Own initiative_____

   From fellow students_____

   Other_____ (EXPLAIN)

3. If answer to question 1. is YES, how familiar are you with the CPS operation?

   Very familiar_____

   Moderately familiar_____

   Unfamiliar_____

4. Have you ever availed yourself of CPS services?

   Yes_____

   No_____

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5. If the answer to question 4. is YES, which of the following has CPS provided you?

Career planning counseling_____

Interview counseling_____

Job placement counseling_____

Resume preparation assistance_____

Employer interview appointments_____

Other_____ (EXPLAIN)

5a. How many job-oriented interviews did you get from the CPS?

5b. In what year did these interviews occur?
(CHECK ALL THAT APPLY)

Freshman year_____

Sophomore year_____

Junior year_____

Senior year_____

5c. How helpful were these interviews?

6. Have you received career counseling from persons other than CPS personnel such as:

   Instructors_____

   Non-CPS administrators_____

   Other_____ (EXPLAIN)

7. If the answer to question 6. is in the affirmative, ask:

   How would you compare this counseling to career counseling received from CPS personnel?

   Better_____

   About the same_____

   Worse_____

8. Have you received job placement counseling and assistance from persons other than CPS personnel, such as:

   Instructors_____

   Non-CPS administrators_____

   Other_____ (EXPLAIN)

9. If the answer to question 8. is in the affirmative, ask:

How would you compare this counseling to job placement counseling received from CPS personnel?

Better_____

About the same_____

Worse_____

10. If the answer to question 8. is in the affirmative, ask:

Were these sources instrumental in helping you find a job?

Yes_____

No_____

10a. Do you have or will you have a job:

By June 1975?_____

By September 1975?_____

(DETERMINE WHETHER THERE IS A FIRM JOB COMMITMENT AND SOURCE OF ORIGINAL REFERRAL TO THIS JOB)

10b. What kind of job? (GET JOB TITLE)

Summer_____

Part Time_____

Work Study_____

Coop _____

Full Time _____

Other_____

10c. Is this job related to your major field of interest?

Yes_____

No_____

11. At what grade level did you decide on your college major? _____

12. What was the most instrumental factor in helping you decide on a career?

Own efforts_____

CPS personnel_____

Recruiting personnel_____

State Employment Service_____

Private employment service_____

Other_____ (EXPLAIN)

13. Were your college courses patterned toward your career goal?

Yes_____

No_____

14. How would you rate the relevance of your college courses to your career field in terms of skills acquired and/or information acquired?

Excellent_____

Good_____

Fair_____

Poor_____

Other_____ (EXPLAIN)

15. How does CPS disseminate job placement information to students?

Bulletin board notices_____

Publication in school paper_____

Personal telephone calls_____

Personal and form letters_____

Other_____ (EXPLAIN)

16. Do you believe CPS adequately informs students about the placement process; i.e., are you satisfied with the service provided by CPS?

Yes_____

No_____ (If NO, EXPLAIN)

17. What description best fits your opinion of the overall effectiveness of the CPS at the present time?

Outstanding_____

Very good_____

Mediocre_____

Only fair_____

Poor_____

18. Rate the following parameters, based on what you feel will have the most value for improving the effectiveness of the CPS.

Place a value on a scale from 0 (No Value) to 10 (Most Effective) after each.

Larger budget_____

Larger staff_____

More advertising or coverage in school paper_____

Better bulletin board coverage_____

More time devoted to student counseling_____

Greater frequency or number of employer visits_____

More involvement of CPS with faculty_____

More involvement of CPS with alumni groups_____

Better or more complete listings of available jobs_____

More mailouts to students of job opportunities_____

Greater degree of skill in making student job referrals_____

More or better career-day programs or programs of this nature_____

Other(s)_____ (EXPLAIN)

19. Are you aware of what the present demand is for your chosen career?

Yes_____

No_____

20. If the answer to question 19. is YES, where did you obtain this information?

CPS_____

Instructors_____

Recruiters_____

Other_____ (EXPLAIN)

21. Are you aware of what the future employment projections are for your chosen career?

Yes_____

No_____

22. If the answer to question 21. is YES, where did you obtain this information?

CPS_____

Instructors_____

Recruiters_____

Other_____ (EXPLAIN)

23. Are you aware of prevailing starting salaries for your chosen field?

Yes_____

No_____

24. If the answer to question 23. is YES, where did you obtain this information?

CPS_____

Instructors_____

Recruiters_____

Other_____ (EXPLAIN)

25. Has CPS actively searched for a job in your behalf?

Yes_____

No_____

26. Has CPS been instrumental in helping you find a job?

Yes_____

No_____

26a. What kind of job?

Summer_____

Part Time_____

Full Time_____

Work Study_____

Other_____

27. Is the job related to your major field of interest?

Yes_____

No_____

28. How would you rate your CPS's efforts to attract company recruiters?

Excellent_____

Good_____

Fair_____

Poor_____

29. How much success has CPS had in its effort to attract company recruiters that are interested in your area of specialization?

Excellent_____

Good_____

Fair_____

Poor_____

30. In your opinion, how important is the placement function viewed by college officials?

High importance_____

Moderate importance_____

Low importance_____

No importance_____

31. Do you believe the placement office activities are treated as a major component of the educational process at this college?

Yes_____

No_____

32. If the answer to question 31. is NO, do you believe it should be?

Yes_____

No_____

33. How would you rate the CPS staff's ability to provide you with career counseling?

Excellent_____

Good_____

Fair_____

Poor_____

Other_____ (EXPLAIN)

34. How would you rate the CPS staff's ability to provide you with job placement counseling?

Excellent_____

Good_____

Fair_____

Poor_____

Other_____ (EXPLAIN)

35. If, in your opinion, CPS provided less than adequate service to you, to what would you attribute their deficiency?

Inadequate staff_____

Lack of counseling experience_____

Insufficient contact with the work world_____

Staff disinterest_____

Other_____ (EXPLAIN)

36. Through what mechanism do you think you will most likely obtain your first job after graduation?

My own efforts_____

Placement office_____

Instructor's assistance_____

Relative's assistance_____

Friend's assistance_____

Other_____ (SPECIFY)

THIS QUESTIONNAIRE WAS FILLED OUT

By Field Team Member_____

By Student_____

INTERVIEW/QUESTIONNAIRE I.D.

Card #_____

Questionnaire Type_____

College Code_____

Interview # per city_____

Questionnaire Type

1. CPS Staff
2. Non-CPS Administrators
3. Faculty
4. 1975 Graduating Students
5. 1974 Graduates
6. Employers

ALUMNI QUESTIONNAIRE

1. While in college, were you aware that your college operated a College Placement Service (CPS)?

   Yes____

   No_____

2. If the answer to question 1. is YES, how did you become aware of CPS?

   School orientation_____

   Own initiative_____

   From fellow students_____

   Other_____ (EXPLAIN)

3. If answer to question 1. is YES, how familiar were you with the CPS operation?

   Very familiar_____

   Moderately familiar_____

   Unfamiliar_____

4. Did you ever avail yourself of CPS services?

   Yes_____

   No_____

5. If the answer to question 4. is YES, which of the following did CPS provide you?

   Career planning counseling_____

   Interview counseling_____

   Job placement counseling_____

   Resume preparation assistance_____

   Employer interview appointments_____

   Other____ (EXPLAIN)

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5a. How many job-oriented interviews did you get from the CPS?

5b. In what year did these interviews occur?

(CHECK ALL THAT APPLY)

Freshman year_____

Sophomore year_____

Junior year_____

Senior year_____

5c. How helpful were these interviews?

6. Did you receive career counseling from persons other than CPS personnel, such as:

Instructors_____

Non-CPS administrators_____

Other_____ (EXPLAIN)

7. If the answer to question 6. is in the affirmative, how would you compare this counseling to career counseling received from CPS personnel?

Better_____

About the same_____

Worse_____

8. Did you receive job placement counseling and assistance from persons other than CPS personnel, such as:

Instructors_____

Non-CPS administrators_____

Others_____ (EXPLAIN)

9. If the answer to question 8. is in the affirmative, how would you compare this counseling to job placement counseling received from CPS personnel?

   Better_____

   About the same_____

   Worse_____

10. If the answer to question 8. is in the affirmative, were these sources instrumental in helping you find a job?

    Yes_____

    No_____

11. At what grade level did you decide on your college major?

12. What was the most instrumental factor in helping you decide on a career?

    Own efforts_____

    CPS personnel_____

    Recruiting personnel_____

    State Employment Service_____

    Private employment service_____

    Other_____ (EXPLAIN)

13. Were your college courses patterned toward your career goals?

    Yes_____

    No_____

14. How would you rate the relevance of your college courses to your career field in terms of skills acquired and/or information acquired?

    Excellent_____ Poor_____

    Good_____ Other_____ (EXPLAIN)

    Fair_____

15. How did CPS disseminate job placement information to students?

Bulletin board notices_____

Publication in school paper_____

Personal telephone calls_____

Personal and form letters_____

Other_____ (EXPLAIN)

16. Do you believe CPS adequately informed students about the placement process; i.e., were you satisfied with the service provided by CPS?

Yes_____

No_____ (If NO, EXPLAIN)

17. What description best fits your opinion of the overall effectiveness of the CPS at the time you were in college?

Outstanding_____

Very good_____

Mediocre_____

Only fair_____

Poor_____

18. Rate the following parameters, based on what you feel will have the most value for improving the effectiveness of the CPS.

    Place a value on a scale from 0 (No Value) to 10 (Most Effective) after each.

    Larger budget_____
    Larger staff_____
    More advertising or coverage in school paper_____
    Better bulletin board coverage_____
    More time devoted to student counseling_____
    Greater frequency or number of employer visits_____
    More involvement of CPS with faculty_____
    More involvement of CPS with alumni groups_____
    Better or more complete listings of available jobs_____
    More mailouts to students of job opportunities_____
    Greater degree of skill in making student job referrals_____
    More or better career-day programs or programs of this nature_____
    Other(s)_____(EXPLAIN)

19. Were you aware, prior to graduation, of what the prevailing job demands were for your chosen career?

    Yes_____

    No_____

20. If the answer to question 19. is YES, where did you obtain this information?

    CPS_____

    Instructors_____

    Recruiters_____

    Other_____ (EXPLAIN)

21. Were you aware of what the future employment projections were for your chosen career?

    Yes_____

    No_____

22. If the answer to question 21. is YES, where did you obtain this information?

CPS_____

Instructors_____

Recruiters_____

Other_____ (EXPLAIN)

23. Were you aware of prevailing starting salaries for your chosen field?

Yes_____

No_____

24. If the answer to question 23. is YES, where did you obtain this information?

CPS_____

Instructors_____

Recruiters_____

Other_____ (EXPLAIN)

25. Did CPS actively search for a job in your behalf?

Yes_____

No_____

26. Was CPS instrumental in helping you find a job?

Yes_____

No_____

27. If the answer to question 26. is YES, did they find you a job in your area of specialization?

Yes_____

No

27a. How many employers interviewed you as a result of CPS effort?

27b. How many offers did you receive?

28. How would you rate your CPS's efforts to attract company recruiters?

Excellent_____

Good_____

Fair_____

Poor_____

29. How much success did CPS have in its effort to attract company recruiters that were interested in your area of specialization?

Excellent_____

Good_____

Fair_____

Poor_____

30. Based on your experience, how important was the placement function as viewed by college officials?

High importance_____

Moderate importance_____

Low importance_____

No importance_____

31. Do you believe placement was an integral part of the educational process at your college?

Yes_____

No_____

32. If the answer to question 31. is NO, do you believe it should be?

Yes_____

No_____

33. How would you rate the CPS staff's ability to provide you with career counseling?

Excellent_____

Good_____

Fair_____

Poor_____

Other_____(EXPLAIN)

34. How would you rate the CPS staff's ability to provide you with job placement counseling?

Excellent_____

Good_____

Fair_____

Poor_____

Other_____(EXPLAIN)

35. If, in your opinion, CPS provided less than adequate service to you, to what would you attribute their deficiency?

Inadequate staff_____

Lack of counseling experience_____

Insufficient contact with the work world_____

Staff disinterest_____

Other_____ (EXPLAIN)

36. Studies indicate there are mechanisms outside of the formal college placement service that are instrumental in aiding students to find jobs. Such mechanisms appear to be more effective for white students than for black. If you feel this is true, could you please elaborate on what you believe these mechanisms are?

INTERVIEW/QUESTIONNAIRE I.D.

Card #_____

Questionnaire Type_____

College Code_____

Interview # per city_____

Questionnaire Type

1. CPS Staff
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EMPLOYER QUESTIONNAIRE

QUESTIONS CONCERNING YOUR RELATIONSHIP WITH _____COLLEGE

1. How long has your company recruited at _____College?

   _____Yrs.

2. What was your initial motivation for recruiting at _____College?

   Invitation by the college_____

   Policy decision by company_____

   Difficulty in filling job openings_____

   Other_____

3. Are you satisfied with the recruitment assistance provided you by the CPS at _____ College?

   Yes_____

   No_____ (EXPLAIN)

4. What other colleges do you recruit at?

4a. How would you rate the recruitment assistance you get at _____ College compared to other colleges where you recruit?

Excellent_____

Good_____

Fair_____

Poor_____

4b. How many are black?

How many are white?

5. In your contact with the CPS at _____ College, how would you rate their performance as it relates to the selling of their graduates?

Excellent_____

Good_____

Fair_____

Poor_____

6. How does the CPS staff's performance at _____ College compare to other schools' placement staffs in their presentation of students to prospective employers?

Above average_____

Average _____

Below Average _____

7. Does the CPS at _____College make requests for lists of job openings that are/will be available to current graduates?

   Yes_____

   No_____

8. How often are these requests made?

   Once a year_____

   Twice a year_____

   Other_____

9. How do you respond to these requests?

   By mail_____

   In person_____

10. What recommendations would you make to increase the saleability of their graudates to your company?

    EXPLAIN:

11. What recommendations would you make to improve their CPS's understanding of your employment needs?

    EXPLAIN:

12. Are you satisfied with the mix and level of skills of present employees that you recruited from _____College?

Yes_____

No_____

Not applicable_____

(If the answer is NO or NOT APPLICABLE, please EXPLAIN)

12a. What is your opinion of the quality of students interviewed and hired?

13. Have you informed the CPS at _____College of the progress of their former students that are now in your employ?

Yes_____

No_____

14. Has the CPS at _____College asked your opinion of the progress of their ex-students that are now in your employ?

Yes_____

No_____

15. Have you ever been asked by _____College to donate money and/or equipment to their college?

Yes_____

No_____

(If the answer is YES, please EXPLAIN)

16. What is your general policy on donating money and/or equipment to colleges?

EXPLAIN:

17a. Have you ever been asked by _____College to send speakers to career-day activities, or other such activities?

Yes_____

No_____

17b. If Yes, did you send speakers?

Yes_____

No_____

(If NO, please EXPLAIN)

QUESTIONS CONCERNING YOUR GENERAL RELATIONSHIP WITH COLLEGE PLACEMENT ACTIVITIES

18a. In selecting colleges for recruiting, which of the following criteria do you consider <u>most</u> important in determing which school(s) will be visited?

(a) School located close to the company_____

(b) School noted for excellence of its graduates_____

(c) Specialized school curriculum (e.g., engineering, education, physical sciences, etc.) closely matched to needed employment skills_____

(d) Visit requested by College Placement Services (CPS) offices_____

(e) Company wishes to hire black employees_____

(HOW MANY BLACK EMPLOYEES DO THEY HAVE)_____

(f) Company satisfied with employees previously recruited from the college visited_____

18b. Rank the criteria listed in 18a. in the order of their importance (from 1 to 6) in selecting schools for your recruiting activities.

(a)_____; (b)_____; (c)_____; (d)_____; (e)_____; (f)_____.

19. Are you satisfied with the recruitment assistance provided you by college CPS's in general?

Yes_____

No_____

EXPLAIN:

20. What regular sources does your company use to recruit new employees?

    (a) Public employment agencies_____

    (b) Private employment agencies_____

    (c) Media advertising_____

    (d) College Placement Services (CPS)_____

    (e) Other_____ (DESCRIBE)

21. Are you satisfied with your present recruitment procedures?

    Yes_____

    No_____

22. Do you contemplate making any changes in your recruitment practices?

    Yes_____

    No_____

23. If you contemplate making changes in your recruitment practices, briefly describe the changes you are planning.

24a. To what extent does your company use the services of college placement offices to satisfy employment needs?

Use extensively_____

Use occasionally_____

Seldom use_____

Never use_____

24b. If you seldom use CPS, which of the following most accurately describes the reason:

Seldom contacted by CPS_____

Past experience with CPS unsatisfactory_____

Limited recruiting budget_____

Other_____ (DESCRIBE)

25. How many graduates have you hired as a result of your association with CPS's?

Number hired last year_____

Number hired in last five years_____

25a. How many visits were made to black schools by recruiters?

25b. How many were hired by the recruiters as a result of this trip?

26. What percentage of these were from black colleges? (THIS INFORMATION IS WANTED FOR BOTH BLACK AND WHITE SCHOOLS)

Percent last year_____

Percent last five years_____

Not applicable_____

27a. Describe the level of contact you receive inviting your company to send recruiters to interview their graduates?

Frequent_____

Occasional_____

None_____

27b. How does your company normally respond to the invitations?

Accepted invitation and sent company recruiters_____

Sent recruiting materials_____

Rejected invitation_____

Do not respond to invitations_____

Requested files/resumes relevant to available openings_____

Other_____ (EXPLAIN)

27c. If answer to question 27b. is either Rejected or Do not respond, which of the following more closely describes the reason?

Limited recruitment budget_____

Dissatisfaction with previous college hires_____

No openings_____

Other_____ (EXPLAIN)

28a. Have your relations with specific CPS's ever influenced your company to select one college over another in your campus visits?

Yes_____

No_____

28b. If answer to 28a. is YES, are there any outstanding characteristic capabilities possessed by the selected college that influenced your selection of that college?

(DESCRIBE, briefly)

29a. Have you ever interviewed on a black campus?

Yes_____

No_____

29b. If answer to question 29a. is NO, which of the following best describes the reason?

Never invited_____

School located too far away_____

School curriculum mismatched to company requirements_____

Scholastic ranking of school_____

Other_____ (DESCRIBE)